

# HALL OF FAME

*Write your future.*



## 2014-2015

**LYONS TOWNSHIP HIGH SCHOOL**  
**Academic Program Guide**

**[www.lths.net](http://www.lths.net)**

All updates to the guide can be found on the District 204 website.

*Lyons Township High School District 204*  
*2014-2015 Academic Program Guide*

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# LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204

## 2014-2015 SCHOOL CALENDAR

Approved October 28, 2013

### August 2014

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### September 2014

S	M	T	W	T	F	S
	*	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### October 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### November 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### December 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### January 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### OPENING/CLOSING DAYS OF SCHOOL

- August 18 (A) First Day of School
- May 28 (Ω) Last Day of School

### STUDENT NON-ATTENDANCE DAYS (✱)

- August 14 District Institute Day
- August 15 Teacher Work Day
- September 1 Labor Day
- October 13 Columbus Day
- October 14 District Institute Day
- October 24 Non-Attendance Day
- November 26 Non-attendance Day
- November 27-28 Thanksgiving Holiday
- Dec.22-Jan. 2 Winter Break
- January 5 District institute Day
- January 19 M.L. King, Jr. Day
- February 16 Presidents' Day
- March 30-April 3 Spring Break
- April 6 Non-attendance Day
- April 24 District Institute Day
- May 25 Memorial Day
- May 29 Teacher Work Day

### PARENT-TEACHER CONFERENCE DAYS (▲)

- Parent sign-up online
- October 22 5:00-9:00 p.m.
- October 23 5:00-8:30 p.m.

### GRADING PERIODS

- October 10 Q1 1st quarter
- December 19 S1 2nd quarter & End of 1<sup>st</sup> semester
- March 13 Q3 3rd quarter
- May 28 Ω 4th quarter & End of 2<sup>nd</sup> semester

### COMMENCEMENT (🎓)

- May 31 2:00 p.m. NC Fieldhouse

### FINAL EXAM DAYS (📅)

- December 17-19 1st semester
- May 26-28 2nd semester

### MISCELLANEOUS

- August 7, 8, 11, 12 📖 Processing Days
- August 13 ⚡ Frosh Experience Day
- September 4 🏠 S. C. Open House
- September 11 🏠 N. C. Open House
- October 6-10 🏠 Homecoming Week
- June 1-4 ☉ Emergency Days
- June 8-25 Summer School Sem. 1
- June 29-July17 Summer School Sem. 2
- July 3 Independence Day (Observed)

### LATE START DAYS – 8:45 A.M. START (☉)

TBD

Semester 1 = 83 days

Semester 2 = 93 days

### February 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

### March 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### April 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### May 2015

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### June 2015

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### July 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

☉ Emergency Days may be used as school days if school closes unexpectedly during the regular school year.



# Lyons Township High School District 204 Information

**Official Name** Lyons Township High School District 204

**Founded** 1888

**Motto** Vita Plena

**School Seal**



**Mascot** Lion

**Colors** Royal Blue and Gold

**Communities Served**

- Burr Ridge
- Indian Head Park
- McCook
- Countryside
- LaGrange
- Western Springs
- Hodgkins
- LaGrange Highlands
- Parts of Brookfield
- LaGrange Park
- Willow Springs

**Brief History**

- September 3, 1888 - original building on North Campus site contained assembly room, four classrooms, library, and office; enrollment - 39
- 1891 - first commencement - seven diplomas
- 1914 - athletic field constructed and named Emmond Field
- 1926-1929 - expansion included clock tower, auditorium, offices, library, and gym
- 1944 - Corral established
- 1952 - Vaughan Building constructed
- 1956 - South Campus constructed and opened
- 1957 - Corral building constructed
- 1968 - Emmond Field designated as site for fieldhouse, swimming pool, and gym
- 1998-2006 - major renovation/additions at District sites and facilities

## LTHS - SCHOOL SONG



***LTHS, LTHS***

***The dear old school of gold and blue***

***LTHS, LTHS***

***Your sons and daughters sing your praises true***

***We know you're fair, we know you're square***

***In all the games you play to win***

***We will back you to the end***

***And our cheers on high we'll send***

***Gold and Blue, LTHS***

## Mission Statement

*Lyons Township High School makes meaningful learning and dedicated teaching in a student-centered environment its highest priority. With the help of the entire LTHS community and through comprehensive curriculum and co-curricular programs, we pledge to foster the full intellectual, physical, moral, and aesthetic growth of all students and affirm our century-old motto, **Vita Plena**, the quest for the fulfilling life.*

*Adopted: February 25, 2002*



Name _____	Counselor _____	Date _____	Year of Graduation _____	
<b>SOUTH CAMPUS</b>		<b>NORTH CAMPUS</b>		<b>LTHS Graduation and Credit Requirements</b>
<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>	
Summer School      Credit	Summer School      Credit	Summer School      Credit	Summer School      Credit	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
-----		-----		<input type="checkbox"/> English I..... (1) <input type="checkbox"/> English II/IPC..... (1) <input type="checkbox"/> English III..... (1) <input type="checkbox"/> English IV..... (1) <input type="checkbox"/> Math (Algebra)..... (1) <input type="checkbox"/> Math (Geometry)..... (1) <input type="checkbox"/> Math 3 <sup>rd</sup> Year..... (1) <input type="checkbox"/> Science I..... (1) <input type="checkbox"/> Science II..... (1) <input type="checkbox"/> World History..... (1) <input type="checkbox"/> U.S. History..... (1) <input type="checkbox"/> Social Studies-Elective (5) <input type="checkbox"/> Constitution Test (0) <input type="checkbox"/> P.E. 9..... (1) <input type="checkbox"/> P.E. 10..... (5) <input type="checkbox"/> P.E. 11..... (1) <input type="checkbox"/> P.E. 12..... (1) <input type="checkbox"/> Consumer Ed..... (5) <input type="checkbox"/> Creative Arts..... (1) <input type="checkbox"/> Practical Arts..... (1) <input type="checkbox"/> Driver Education..... (.5) <input type="checkbox"/> Health Education..... (.5) <input type="checkbox"/> Electives..... (4.5)
English I _____	English II/ <b>IPC</b> _____	English III _____	English IV _____	TOTAL..... 23.0
Math (Algebra) _____	Math (Geometry) _____	Math _____	_____	<b>State of Illinois College and University Requirements</b>
World History _____	_____	U.S. History _____	Social Studies Elective _____	
Science _____	Science _____	_____	Consumer Ed _____	
PE Credit _____	Health _____	PE Credit _____	PE Credit _____	
PE Credit _____	PE Credit _____	PE Credit _____	PE Credit _____	
ELECTIVES:	Driver Ed. (Classroom) _____	ELECTIVES and/or TCD:	ELECTIVES and/or TCD:	
_____	ELECTIVES: _____	_____	_____	
_____	_____	_____	_____	English.....4 Credits Math ..... 3 or 4 Credits Science..... ..2 or 3 Credits Social Studies.....3 Credits Foreign Language, Music, Art, Business or Vocational Education.....2 Credits
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	PSAE Test Taken? _____	_____	
_____	_____	Constitution Test Passed? _____	_____	
_____	Creative Arts Req. Met? _____	Creative Arts Req. Met? _____	Creative Arts Req. Met? _____	
_____	Practical Arts Req. Met? _____	Practical Arts Req. Met? _____	Practical Arts Req. Met? _____	
<b>Freshman Credits</b> _____	<b>Sophomore Credits</b> _____	<b>Junior Credits</b> _____	<b>Senior Credits</b> _____	<b>Total Credits 9-12</b> _____

**Career Pathway/Program of Study**

## Interests

## COURSE REQUEST PROCESS FOR GRADES 9 – 11

We want to make you aware of the process for course requests for the upcoming school year. A complete timeline can be found on page 4 of this Academic Program Guide. During December and January, teachers will start discussions with students about which course will be the most appropriate sequence for the student in that teacher's subject area. The Course Request Worksheet found here in the APG should be used during these discussions to write in teacher recommendations.

On January 23 or 24, students attend Group Guidance sessions held by Counselors. At these sessions, students will receive further directions on how to select courses and how to access the Infinite Campus Portal. There are three types of course requests in Infinite Campus:

**REQUIRED COURSES.....**Specific graduation requirements entered by LTHS

**REQUESTED COURSES.....**Courses you choose to meet graduation requirements or interests

**ALTERNATE COURSES.....**Additional student selected courses LTHS will use if one of your requested courses does not run, is cancelled, or ends up as a conflict in your schedule

The Portal will be open from January 24 at 4:00 pm to January 31 at 4:00 pm. Students **MUST** enter their **requested and alternate courses** into the Infinite Campus Portal during this time frame. After students input course requests on the Infinite Campus Portal, they will attend individual review meetings with their counselors between February 3 and February 14. **Arena Registration** is held on February 18, 20, and 21. Course requests are reviewed by Division Chairs at Arena Registration and necessary corrections and changes are made at that time. **Students will receive a final print out at Arena of requested courses to take home to share with parents; no further confirmations are mailed home.**

**REMOVE THESE PERFORATED DOCUMENTS IN THE APG OR PRINT THESE FROM THE WEB SITE TO USE DURING THE COURSE REQUEST PROCESS:**

DOCUMENT	PURPOSE OF DOCUMENT
<b>Four Year Plan</b>	The Four Year Academic Plan is to be used by students to plan out the courses they will take during the regular school year and summer school. It is important to make sure you can fit in all of your graduation requirements, courses you would like to have in preparation for college or career purposes, and courses you would like to take for personal interest.
<b>Course Request Worksheet...</b>  ...for Sophomore Year ...for Junior Year ...for Senior Year	The Course Request Worksheet is to be used in a variety of ways:  1. Have teachers write in recommendations on what course(s) you could take for the following school year. Discuss recommendations with your teacher. Teacher recommendations should focus on your academic ability level and the most appropriate course sequence for you based on your abilities, interests, and post high school plans. <b>IMPORTANT NOTE:</b> <ul style="list-style-type: none"> <li>If the course is a graduation requirement <b>and</b> the teacher has recommended a specific course level or sequence for you, this will already be on the Infinite Campus Portal as a <b>REQUIRED COURSE</b>.</li> <li>If the course is not a graduation requirement <b>or</b> strictly student choice, you should talk with your teacher to get their input on what course level or sequence they recommend. Write the recommended course code and course name on your Course Request Worksheet. You will enter your requests into the Portal as <b>REQUESTED COURSES</b>.</li> </ul>
<b>Documents you need to bring to your individual counselor review meeting</b>	Students meet individually with Counselors to review their requests. Student must bring the following completed documents with them to the course review meeting: <ol style="list-style-type: none"> <li>1. Course Request Worksheet (signed by parent)</li> <li>2. Infinite Campus Portal Printout of Course Requests (signed by parent)</li> <li>3. Four Year Plan Worksheet</li> </ol>
<b>Careful selection of courses is important. Staffing decisions are made and schedules are built based on initial student course requests. Changes to initial requests are not permitted.</b>	

# COURSE REQUEST WORKSHEET for SOPHOMORE YEAR

(Return this Worksheet and Infinite Campus Portal Printout with Parent Signatures)

STUDENT NAME

PLEASE PRINT

(Last)

(First)

I.D. NUMBER

Students and parents are strongly encouraged to carefully discuss and decide on courses requested for the next school year. Careful consideration and selection is critical since school policy does not allow for course changes after initial course requests. Although every effort is made to provide the courses requested, neither your selection nor semester requested is guaranteed (including study halls). Staffing decisions are made and schedules are built based on student course requests. Initial student course selections made during registration will be accommodated whenever possible. Students should use the Four Year Academic Plan document and transcripts from the Infinite Campus Portal to check their credits and graduation requirements before selecting their courses. **DIRECTIONS:**

- This sheet is to be used along with this Academic Program Guide (APG) and the Course Offering Sheet to write in courses recommended by teachers or requested by students. The APG is also available on line at [www.lths.net](http://www.lths.net) under Academics.
- Have teachers write in recommendations on what course(es) you could take for the following school year. Discuss recommendations with your teacher. Teacher recommendations should focus on your academic ability level and the most appropriate course sequence for you based on your abilities, interests, and post high school plans. **THERE ARE THREE TYPES OF COURSE REQUESTS:**  
**REQUIRED COURSES**.....Specific graduation requirements entered by LTHS  
**REQUESTED COURSES**.....Courses you choose to meet graduation requirements or interests  
**ALTERNATE COURSES**.....Additional courses selected by you to be used by LTHS if one of your requested courses does not run, is cancelled, or ends up as a conflict in your schedule
- Be sure that you have selected enough courses for a seven-period day. Pay attention to courses designated as semester courses(s)
- Discuss courses with your parents and obtain their signature on the worksheet; Lunch will automatically be placed in your schedule.
- Finally, you will use this worksheet to enter **course codes** into the Infinite Campus Portal during the dates the Portal is open.

<u>1st Semester</u>		<u>2nd Semester</u>	
Course Code	Course Name	Course Code	Course Name

## REQUIRED Courses – Ask your Teachers what course you were placed in for next year.

1 Math	Auto Placement by Teacher	Auto Placement by Teacher
2 Science	Auto Placement by Teacher	Auto Placement by Teacher
3 PE & Health	Auto Placement by LTHS	Auto Placement by LTHS
for one semester:		
4A Driver Education	Auto Placement by LTHS	If you are taking Driver Education privately outside of LTHS, see your counselor.

## REQUESTED Courses – Graduation Requirement – Input this at your current level (prep, accel, etc...)

for other semester:		★REMINDER: Have you completed 1 full credit each of Creative & Practical Arts?
4B Elective(s) ★		
5 English II & IPC		

## REQUESTED Courses - Ask your Teachers for a Recommended Sequence

6 Elective(s) ★	
7 Elective(s) ★	

## ALTERNATE Courses – Used for conflicts, cancelled courses, audition & application alternates.

Alternate(s)	
Alternate(s)	

Alternate subjects not filled in by student gives LTHS permission to select subjects in case of conflicts.

**AUDITION & APPLICATION COURSES:** CIRCLE the alternate course you want if **NOT** accepted.

**Parent Signature:**

**Date:**

**Summer School Plans** Registration for Summer School is completed on line at [www.lths.net](http://www.lths.net); this is for counselor information only:



# COURSE REQUEST WORKSHEET for JUNIOR YEAR

(Return this Worksheet and Infinite Campus Portal Printout with Parent Signature)

STUDENT NAME  
PLEASE PRINT \_\_\_\_\_

(Last)

(First)

I.D. NUMBER \_\_\_\_\_

Students and parents are strongly encouraged to carefully discuss and decide on courses requested for the next school year. Careful consideration and selection is critical since school policy does not allow for course changes after initial course requests. Although every effort is made to provide the courses requested, neither your selection nor semester requested is guaranteed (including study halls). Staffing decisions are made and schedules are built based on student course requests. Initial student course selections made during registration will be accommodated whenever possible. Students should use the Four Year Academic Plan document and transcripts from the Infinite Campus Portal to check their credits and graduation requirements before selecting their courses. **DIRECTIONS:**

1. This sheet is to be used along with this Academic Program Guide (APG) and the Course Offering Sheet to write in courses recommended by teachers or requested by students. The APG is also available on line at [www.lths.net](http://www.lths.net) under Academics.
2. Have teachers write in recommendations on what course(es) you could take for the following school year. Discuss recommendations with your teacher. Teacher recommendations should focus on your academic ability level and the most appropriate course sequence for you based on your abilities, interests, and post high school plans. **THERE ARE THREE TYPES OF COURSE REQUESTS:**

**REQUIRED COURSES**.....Specific graduation requirements entered by LTHS

**REQUESTED COURSES**.....Courses you choose to meet graduation requirements or interests

**ALTERNATE COURSES**.....Additional courses selected by you to be used by LTHS if one of your requested courses does not run, is cancelled, or ends up as a conflict in your schedule

3. Be sure that you have selected enough courses for a seven-period day. Pay attention to courses designated as semester courses(s)
4. Discuss courses with your parents and obtain their signature on the worksheet; Lunch will automatically be placed in your schedule.
5. Finally, you will use this worksheet to enter **course codes** into the Infinite Campus Portal during the dates the Portal is open.

## 1st Semester

## 2nd Semester

**Course Code**

**Course Name**

**Course Code**

**Course Name**

### REQUIRED Courses – Ask your Teachers what Course you were placed in for next year

1 Math

Auto Placement by Teacher

Auto Placement by Teacher

2 Phys Ed

Auto Placement by LTHS

Auto Placement by LTHS

3 US History

Auto Placement by LTHS (you can change this when you meet with your counselor if needed).

### REQUESTED Courses – Graduation Requirement – Input this at your current level (prep, accel, etc...)

4 English III

### REQUESTED Courses - Ask your Teachers for a Recommended Sequence

5 Elective(s)★

6 Elective(s)

7 Elective(s)

★REMINDER: Have you completed 1 full credit each of Creative Arts & Practical Arts?

### ALTERNATE Courses – Used for conflicts, cancelled courses, audition & application courses.

Alternate(s)

Alternate(s)

Alternate subjects not filled in by student gives LTHS permission to select subjects in case of conflicts.

**AUDITION & APPLICATION COURSES:** **CIRCLE** the alternate course you want if **NOT** accepted.

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Summer School Plans** Registration for Summer School is completed on line at [www.lths.net](http://www.lths.net); this is for counselor information only:

# COURSE REQUEST WORKSHEET for SENIOR YEAR

(Return this Worksheet and Infinite Campus Portal Printout with Parent Signatures)

STUDENT NAME

PLEASE PRINT \_\_\_\_\_

(Last)

(First)

I.D. NUMBER \_\_\_\_\_

Students and parents are strongly encouraged to carefully discuss and decide on courses requested for the next school year. Careful consideration and selection is critical since school policy does not allow for course changes after initial course requests. Although every effort is made to provide the courses requested, neither your selection nor semester requested is guaranteed (including study halls). Staffing decisions are made and schedules are built based on student course requests. Initial student course selections made during registration will be accommodated whenever possible. Students should use the Four Year Academic Plan document and transcripts from the Infinite Campus Portal to check their credits and graduation requirements before selecting their courses. **DIRECTIONS:**

1. This sheet is to be used along with this Academic Program Guide (APG) and the Course Offering Sheet to write in courses recommended by teachers or requested by students. The APG is also available on line at [www.lths.net](http://www.lths.net) under Academics.
2. Have teachers write in recommendations on what course(es) you could take for the following school year. Discuss recommendations with your teacher. Teacher recommendations should focus on your academic ability level and the most appropriate course sequence for you based on your abilities, interests, and post high school plans. **THERE ARE THREE TYPES OF COURSE REQUESTS:**

**REQUIRED COURSES**.....Specific graduation requirements entered by LTHS

**REQUESTED COURSES**.....Courses you choose to meet graduation requirements or interests

**ALTERNATE COURSES**.....Additional courses selected by you to be used by LTHS if one of your requested courses does not run, is cancelled, or ends up as a conflict in your schedule

3. Be sure that you have selected enough courses for a seven-period day. Pay attention to courses designated as semester courses(s)
4. Discuss courses with your parents and obtain their signature on the worksheet; Lunch will automatically be placed in your schedule.
5. Finally, you will use this worksheet to enter **course codes** into the Infinite Campus Portal during the dates the Portal is open.

<u>1st Semester</u>		<u>2nd Semester</u>	
Course Code	Course Name	Course Code	Course Name

## REQUIRED Courses – Preferences for PE may be discussed at individual Counselor meeting

1 Phys Ed

Auto Placement by LTHS

Auto Placement by LTHS

for one semester:

2ACons Econ

Auto Placement by LTHS

If you have already completed Cons Econ, you may substitute a different elective during your individual Counselor meeting.

## REQUESTED Courses – Graduation Requirement – Input this at your current level (prep, accel, etc...)

for other semester:

2BSocial Studies Elective

If you have already complete your Social Studies Elective requirement for Graduation, you may substitute a different elective here.

3 English IV

## REQUESTED Courses - Ask your Teachers for a Recommended Sequence

4 Elective(s)★

5 Elective(s) ★

6 Electives(s)★

★REMINDER: Have you completed 1 full credit each of Creative Arts & Practical Arts?

7 Electives(s)★

## ALTERNATE Courses – Used for conflicts, cancelled courses, audition & application courses.

Alternate(s)

Alternate(s)

Alternate subjects not filled in by student gives LTHS permission to select subjects in case of conflicts.

**AUDITION & APPLICATION COURSES:** CIRCLE the alternate course you want if **NOT** accepted.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Summer School Plans Registration for Summer School is completed on line at [www.lths.net](http://www.lths.net); this is for counselor information only:

# LYONS TOWNSHIP HIGH SCHOOL

## District 204 Board of Education and Administrative Directory

Mr. Mark N. Pera, President  
Dr. John T. Polacek, Vice President  
Mrs. Heather H. Alderman, Secretary

Mr. Thomas Cushing, Member  
Mr. Phil Palmer, Member

Mr. George R. Dougherty, Member  
Mr. Todd M. Shapiro, Member

### District Administrators

- Dr. Timothy Kilrea 579-6451  
Superintendent  
Email: tkilrea@lths.net
- Mr. Scott Eggerding 579-6470  
Director of Curriculum & Instruction  
Email: seggerding@lths.net
- Mr. Ed Piotrowski 579-6456  
Director of Human Resources  
Email: epiotrowski@lths.net
- TBD 579-6464  
Director of Business Services  
Email: tbd@lths.net
- Mr. Ed Tennant 579-6478  
Director of Technology  
Email: etennant@lths.net

### Community Relations

- Ms. Jennifer Bialobok 579-6471  
Community Relations Coordinator  
Email: jbialobok@lths.net

### Building Administrators

- Dr. Brian Waterman NC 579-6305  
Principal SC 579-6505  
Email: bwaterman@lths.net

#### South Campus

- Ms. M. Therese Nelson 579-6500  
Associate Principal, South Campus  
Email: tnelson@lths.net
- Ms. Kris Costopoulos (Freshmen) 579-6528  
Assistant Principal, South Campus  
Email: kcostopoulos@lths.net
- Mr. Adam Davis (Sophomores) 579-6528  
Assistant Principal, South Campus  
Email: adavis@lths.net

#### North Campus

- Mr. Kevin Brown 579-6300  
Associate Principal, North Campus  
Email: kwbrown@lths.net
- Dr. Brian Mahoney (Juniors) 354-4700  
Assistant Principal, North Campus  
Email: bmahoney@lths.net
- Ms. Kelly Dostal (Seniors) 354-4700  
Assistant Principal, North Campus  
Email: kdostal@lths.net

### North Campus

100 S. Brainard Avenue  
LaGrange, IL 60525-2101  
TEL: (708) 579-6300  
FAX: (708) 579-6765

### District Office

100 S. Brainard Avenue  
LaGrange, IL 60525-2101  
TEL: (708) 579-6300  
FAX: (708) 579-6768

### South Campus

4900 S. Willow Springs Road  
Western Springs, IL 60558-1795  
TEL: (708) 579-6500  
FAX: (708) 579-6497

*LTHS District 204 Website: [www.lths.net](http://www.lths.net)*



## Division & Department Chair Directory

Divisions	Departments	Division Chairs
<b>Applied Arts</b> ..... SC TEL: (708) 579-7439	Applied Technology, Driver Education, ..... Family and Consumer Sciences Adult and Community Education	Mr. Jason Hlavacs NC TEL: (708) 579-6381 FAX: (708) 579-6726 Email: jhlavacs@lths.net
<b>Fine Arts</b> ..... SC TEL: (708) 579-6585 FAX: (708) 579-6497	Art, Music, World Languages.....	Mr. Sam Robinson NC TEL: (708) 579-6488 FAX: (708) 579-6474 Email: srobinson@lths.net
<b>Global Studies</b> ..... SC TEL: (708) 579-6546 FAX: (708) 579-9576	Business Education, Social Studies .....	Mr. Paul Houston NC TEL: (708) 579-6420 FAX: (708) 579-6009 Email: phouston@lths.net
<b>Language Arts</b> ..... SC TEL: (708) 579-6563 FAX: (708) 579-9576	English, ELL, LTTV, WLTL Radio.....	Ms. Karen Raino NC TEL: (708) 579-6402 FAX: (708) 579-6036 Email: kraino@lths.net
<b>Mathematics and Science</b> ..... SC TEL: (708) 579-6580	Mathematics, Science.....	Ms. Michele Chapman NC TEL: (708) 579-6409 FAX: (708) 579-6038 Email: mchapman@lths.net
<b>Physical Welfare and Co-Curricular Activities</b> ..... SC TEL: (708) 579-6567	Physical Education/Health, Athletics, Student Activities.....	Mr. John Grundke NC TEL: (708) 579-6393 FAX: (708) 579-6786 Email: jgrundke@lths.net
<b>Special Education Services</b> ..... SC TEL: (708) 579-6521	Special Education Services .....	Mrs. Karen C. Brown NC TEL: (708) 579-6341 FAX: (708) 579-6031 Email: kcbrown@lths.net
<b>Student Support Services</b> .....	Student Services .....	Mrs. Donna Bredrup NC TEL: (708) 579-6433 FAX: (708) 579-6439 Email: dbredrup@lths.net

## Counselor/Social Worker Directory

*Telephone, fax, and email information below is for the 2014-2015 school year.  
Counselor-student assignments for the class of 2018 will be determined at a later date.  
Direct questions regarding the Class of 2018 to the Student Services Division Chair  
Donna C. Bredrup NC Tel (708) 579-6433 Email: dbredrup@lths.net*

### Class of 2018

Mr. Mike Ziroli (Alpha TBD)  
SC Tel: (708) 579-6508  
Email: mziroli@lths.net

Mr. Patrick King (Alpha TBD)  
SC Tel: (708) 579-6512  
Email: pking@lths.net

Ms. Jane Bauer (Alpha TBD)  
SC Tel: (708) 579-6516  
Email: jbauer@lths.net

### South Campus Counselors and Social Workers (Grade 9-10) Tel: (708) 579-6500 Fax: (708) 579-6031

### Class of 2017

Ms. Maria Boyle (A-Gq)  
SC Tel: (708) 579-6509  
Email: mboyle@lths.net

Ms. Michele Vieu (Gr-Oe)  
SC Tel: (708) 579-6514  
Email: mvieu@lths.net

Mr. Alex Ip (Of-Z)  
SC Tel: (708) 579-6513  
Email: aip@lths.net

### Class of 2018 Social Worker

Ms. Bobbette Pulliam  
SC Tel: (708) 579-TBD  
Email: bpulliam@lths.net

### Student Support Counselor

Ms. Kate Migely  
SC Tel: (708) 579-6501  
Email: ebaker@lths.net

### Class of 2017 Social Worker

Ms. Pamela Locke  
SC Tel: (708) 579-6518  
Email: plocke@lths.net

### Special Education Social Worker

Ms. Nekeia Wilson

SC Tel: (708) 579-6588  
NC Tel: (708) 579-6447

Email: nwilson@lths.net

### Alternative School Social Worker

Ms. Jennie Fanta

SC Tel: (708) 579-6311  
NC Tel: (708) 579-6438

Email: jfanta@lths.net

### Class of 2016

Mr. Chris Grosenraud (A-Goo)  
NC Tel: (708) 579-6351  
Email: cgrosenraud@lths.net

### North Campus Counselors and Social Workers (Grades 11-12) Tel: (708) 579-6300 FAX: (708) 579-6339

Ms. Telenae Reid (Gop-N)  
NC Tel: (708) 579-6349  
Email: treid@lths.net

Mr. Michael Liccardi (O-Z)  
NC Tel: (708) 579-6347  
Email: mliccardi@lths.net

### Class of 2015

Ms. Nicole Ziroli (A-G)  
NC Tel: (708) 579-6350  
Email: nziroli@lths.net

Ms. Kathryn Elliott (Gop-Mur)  
NC Tel: (708) 579-6348  
Email: kelliott@lths.net

Mr. Leo Torres (P-Z)  
NC Tel: (708) 579-6352  
Email: ltorres@lths.net

### Class of 2016 Social Worker

Ms. Joan Cushing  
NC Tel: (708) 579-6374  
Email: jcushing@lths.net

### Student Support Counselor

Ms. Anne Strickland  
NC Tel: (708) 579-6028  
Email: astrickland@lths.net

### Class of 2015 Social Worker

Ms. Mary Pacejka-Palacios  
NC Tel: (708) 579-6345  
Email: mpacejka@lths.net

### Student Assistance Program Coordinator

Ms. Jeanne Widing  
SC Tel: (708) 579-6507  
Email: jwiding@lths.net

### College/Career Coordinator

Mrs. Lianne Musser  
NC Tel: (708) 579-6357  
Email: lmusser@lths.net



# Course Request Timeline for 2014-2015 Academic School Year

DATE	INCOMING FRESHMAN ACTIVITY	DATE	GRADES 9-11 ACTIVITY
November 11	• Future Freshman Night at LTHS South Campus	<b>Course Request Process using Infinite Campus Portal</b>	
November 16	• Academic Placement Exams at LTHS South Campus for all incoming freshmen	December	• Teachers talk with students about sequence of courses in their subject areas.
November	• Letter sent home with make-up date for students who have not tested	January	• Graduation requirement courses with academic ability levels from current teachers entered into Infinite Campus
January 8-22	• Orientation visits to Associate Schools • Students during the daytime • Parents at 7:00 p.m. • Academic Program Guide distributed • Course selection process reviewed	January 22	• Academic Program Guide available online • Parents and students receive further information about course request process in Infinite Campus • Students and Teachers write recommendations for academic ability level and course sequence on the Course Request Worksheet in APG
January 9-22	• LTHS Division Chairs collaborate and consult with Associate School Teachers to make joint recommendations in math, science, English, and world languages	January 23-24	• Students attend Guidance Groups with Counselors on the Course Request Process by grade level • Handouts on accessing Portal distributed
January 29	• Orientation meeting for all Private/Parochial School students & parents at LTHS South Campus	January 24 at 4:00 p.m. - January 31 at 4:00 p.m.	• Infinite Campus Portal open for students 1. Parents and students review Course Request Worksheet and Four Year Plan 2. Student inputs course requests for Electives and alternates in Portal 3. Student prints out Portal requests and parent signs • Portal closes January 31 at 4:00 p.m.
January 31	• Academic level placement recommendations and EXPLORE scores mailed home	February 3 - February 14	• Students meet individually with their Counselor to review requests. Student brings the following documents signed by parent: 1. Course Request Worksheet 2. Portal Printout of Course Requests 3. Four Year Plan Worksheet
January & February	• Annual Review/IEP meetings held for students with special education needs held • 504 transition meetings held at associate schools	February 18 February 20 February 21	<b>Arena Registration to finalize requests</b> • NC Arena - Juniors • SC Arena - Sophomores • SC Arena - Freshmen <b>Student brings home final printout of requests from Arena Registration; no further confirmations mailed</b>
January 31 - February 11	• Required courses with academic ability levels entered into Infinite Campus by LTHS	February 22- March 7	• Course tallies generated based on student requests • Student's Alternative Requests used if course requested does not run
February 4 - February 11	• Elective course requests - Counselor visits to Associate Schools for elective course requests. After-school times available at LTHS for private/parochial school students • <b>Parents keep copy of requests; no further confirmations are mailed</b>	February 24 Noon	• Summer School online registration opens <a href="http://www.lths.net/domain/201">http://www.lths.net/domain/201</a>
February 22 - March 7	• Course tallies generated based on student requests • Student's Alternative Requests used if course requested does not run	March 7	• <b>Final day for parent/students to request academic level changes</b> (Requests are made to Teacher or DC) • The next window for academic level change requests is after school starts
February 24 Noon	• Summer School online registration opens <a href="http://www.lths.net/domain/201">http://www.lths.net/domain/201</a>		
March 7	• <b>Final day for parents to request academic level changes</b> (Requests are made to Division Chairs)  <b>Important Note:</b> The next window for academic level change requests is after school starts.		

## IMPORTANT NOTE:

Careful selection of courses is important. Staffing decisions are made and schedules are built based on initial student course requests. Changes to initial requests are not permitted.





# General Information

The **Academic Program Guide** should be reviewed carefully. As you make your course selections, it may be helpful to keep the following questions in mind:

1. What courses will I need to take each year to meet Lyons Township High School graduation requirements?
2. Considering my strengths, talents, and challenges, what career alternatives do I consider now?
3. In pursuing my probable educational and career plans, what continuing education will I want or need? Will I go directly to work? Should I consider a career in the armed services?
4. If I plan to seek additional education in college or other career preparation, am I familiar with the specific requirements needed for such a program?
5. Am I fully aware that my success depends upon good study habits, consistent self-discipline, an attitude of inquiry and cooperation, regular attendance, and positive progress toward predetermined goals?

You should list the courses you need and desire, then discuss your choices with school staff in light of your performance, your aptitudes, your test scores, your interests, and your future planning. Consider not only the courses that are appropriate for next year but those that will meet your goals over four years of high school.

All faculty & staff at LTHS are available to assist students and parents. Counselors are especially qualified to help students assess their academic, personal, and social aptitudes to become increasingly capable of mature self-guidance. The final responsibility for making wise educational decisions ultimately rests with the student and the parents. I encourage you to read through this Guide and choose your courses carefully. LTHS has much to offer. We look forward to helping you achieve your goals through our motto: *Vita Plena* - the quest for the fulfilling life.

Yours,



Scott D. Eggerding  
Director of Curriculum and Instruction

## Equal Educational Opportunity

All persons who legally reside within LTHS attendance boundaries under the age of 22 (or until graduation) shall be afforded the right and opportunity to an equal education. No student shall be excluded, segregated, or discriminated against in the District's programs on account of race, color, national origin, sex, handicap, disability, or religion. District 204 affirms the human dignity and worth of each student to be free from discrimination and harassment.

The District does not permit harassment in its educational programs, activities, or employment policies as required by Title IX of the Federal Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title IIA of the Americans with Disabilities Act. Grievance procedures have been established for student and employee complaints. The Nondiscrimination Coordinator for District 204 is Mr. Ed Piotrowski, Director of Human Resources. The Section 504 Coordinator for District 204 is Ms. Donna Bredrup, Student Services Division Chair. The Special Education Director is Karen C. Brown.

## LTHS and the North Central Association

Lyons Township High School District 204 has been a member of the North Central Association (NCA) since the organization's inception in 1904. The NCA school accreditation process is cyclical, with school improvement goals developed and implemented over a five year period. Culminating in accreditation in 2010, LTHS was reaccredited with high distinction. LTHS is proud to be an NCA 100-year charter member and a participant in the school improvement process.



## Daily Schedule

The daily schedule is the same at South and North Campus. Each day has ten class periods, which are typically 51 minutes in length with six minute passing periods between classes. There are five lunch periods, each 25 minutes in length, not including passing periods. LTHS meets or exceeds the required instructional time as set by the State of Illinois, the North Central Association, and those required to meet the standard set for Carnegie Units. The daily class schedule is given below.

Period	Regular Schedule	Late Start Schedule
1	7:45 - 8:36 a.m.	8:45 - 9:25 a.m.
2	8:42 - 9:33 a.m.	9:31 - 10:11 a.m.
3	9:39 - 10:30 a.m.	10:17 - 11:57 a.m.
4	10:36 - 11:01 a.m.	11:03 - 11:28 a.m.
5	11:07 - 11:32 p.m.	11:34 - 11:59 p.m.
6	11:38 - 12:03 p.m.	12:05 - 12:30 p.m.
7	12:09 - 12:34 p.m.	12:36 - 1:01 p.m.
8	12:40 - 1:05 p.m.	1:07 - 1:32 p.m.
9	1:11 - 2:02 p.m.	1:38 - 2:18 p.m.
10	2:08 - 2:59 p.m.	2:24 - 3:04 p.m.

Special schedules are set throughout the school year for assemblies, guidance, registration, staff development, and other programs. They are announced through the Principal's office.

## Graduation Requirements

A student must successfully complete all graduation requirements as specified by the LTHS Board of Education, the Illinois State Board of Education, and **The School Code of Illinois 105 ILCS 5/27-22**. As a rule, a student is not graduated unless he/she has spent at least one (1) year in residence which is normally the last year of high school. A student must earn twenty three (23) academic credits, earn a passing grade on a test covering the Constitution of the State of Illinois and of the United States of America, earn 1 credit for algebra, earn 1 credit for geometry, and a passing grade in PE for each semester enrolled to receive a diploma at LTHS. Each student is also required to take the **Prairie State Achievement Examination (PSAE)** unless one of the following exceptions applies:

1. The student is eligible to receive special education services pursuant to the Individuals with Disabilities Education Act and his/her IEP team has determined that the PSAE is not appropriate for the student.

2. The student is enrolled in a program of Adult and Continuing Education as defined in the Adult Education Act.

### LTHS Graduation Requirements

SUBJECT AREA	CREDITS	
Consumer Economics	1/2	.5
Creative Arts	1	1.0
Driver Education (classroom)	1/2	.5
English	4	4.0
Health Education	1/2	.5
Mathematics	3	3.0
-Algebra (1)		
-Geometry (1)		
Physical Education	3 1/2	3.5
Practical Arts	1	1.0
Science	2	2.0
United States History	1	1.0
World History	1	1.0
Other Social Studies	1/2	.5
Electives	4 1/2	4.5
<b>Total Credits</b>	<b>23</b>	

Enrollment in all courses is subject to requirements and prerequisites as noted throughout the **Guide** and as listed in each departmental section. Students and parents should carefully review these as courses are selected and as Four Year Academic Plans are developed. For any exception or deviation from the regular program not covered in the **Guide**, please refer to pp. 24-25 of the **Guide** for listing of **Alternative Educational Opportunities**.

## Creative & Practical Arts Requirements

LTHS maintains its mission of meaningful learning through a comprehensive curriculum, in part, by requiring students to earn Creative and Practical Arts credits. The Creative and Practical Arts allow students to pursue unique areas of study that may interest them and that the student may not have been aware of. Students at LTHS are required to successfully complete and earn one credit designated as Creative Arts and one credit designated as Practical Arts. Students and parents should discuss the selection of these required courses with their counselors. Please refer to course descriptions for campus location and year of course availability.

### Creative Arts Course Selections

#### Art - All Courses

##### Language Arts

All elective courses **EXCEPT**

- Philosophy of Self-Knowledge
- Language Learning Experience (ELL)

#### Music - All Courses

##### Physical Education

- Dance Studies 1
- Dance Studies 2
- Dance Studies 3

##### Technology Center of DuPage (TCD)

- Multi-Media & Television Production

### Practical Arts Course Selections

#### Alternative Program

- Work and Careers

#### Applied Technology -All Courses

##### Business Education - All Courses **EXCEPT**

- Consumer Economics

##### Family and Consumer Sciences - All Courses **EXCEPT**

- Family Health Issues

##### Mathematics

- AP Computer Science A

##### Special Education Services

- Work Experience I (SC)
- Work Experience II & III (NC)

##### Technology Center of DuPage (TCD)

- All programs and courses except Multi-Media and TV

- To be promoted from grade 10 to grade 11, a student must pass a minimum of 10.00 units of academic credit.
- To be promoted from grade 11 to grade 12, a student must pass a minimum of 15.00 units of academic credit and previously completed the ACT of the PSAE.
- To graduate and earn a diploma from LTHS, a student must pass a minimum of 23.00 units of academic credit and fulfill all other District 204 requirements for high school graduation.

Students who successfully earn sufficient credits to advance to the next grade level will be reclassified to the appropriate grade level at the close of the semester in which such additional credit is earned.

### Early Graduation

The goal of early graduation must not be based simply on the desire to leave school before the completion of a four year plan of studies. Students who satisfactorily complete the graduation requirements prior to the completion of four years may, at the option of the student and the parent(s), decide to leave LTHS for further education or work experience. Students who plan to graduate early must take required courses from LTHS or transfer into LTHS their equivalent. Students who complete graduation requirements ahead of the usual four year schedule receive their diplomas at the time their class graduates. Students are urged to consult with their counselors early to determine required courses and to adjust their four year academic plans as needed.

A student wishing to pursue a program leading to early graduation is required to arrange the following:

1. A conference with the counselor to discuss the feasibility for such plans
2. A conference with the student, parent(s), and class counselor, where parental understanding and approval will be established
3. If parental approval is given, a conference is held involving student, parent(s), counselor, and the principal. The purpose of this last conference is to discuss and seek administrative approval for a plan leading to early graduation to pursue further education or meaningful work experience.

### Promotion and Retention of Students

In general, students are classified as freshmen, sophomores, juniors, and seniors according to the number of credits they have earned. Requests for special classification should be made to the principal.

The Board of Education will promote students to succeeding grade levels as they successfully meet the District 204 academic standards embodied in course curricula or in courses of study demonstrated to be comparable to that of District 204.

Students earn academic grade level promotion based upon the following:

- To be promoted from grade 9 to grade 10, a student must pass a minimum of 5.00 units of academic credit.

## College Entrance Requirements

Students who intend to enter college should carefully review the requirements for admission to the institutions in which they are interested. Talking to counselors is a good first step in this process. The group guidance curriculum will also provide students with important resources to aid in the college search. College information is available in the College/Career Center. **Some colleges may not accept credit/no credit courses which are used for college entrance or consider credit/no credit as a “D” when calculating GPA.**

Wise program planning, registration each semester for six (6) to seven (7) subjects, and utilization of opportunities afforded by summer school will yield solid college preparation.

**The Four Year Academic Plan** on p. v of the **Guide** will help students create the best high school program to meet college admission requirements.

Sixteen (16) to eighteen (18) units of academic work in the areas of English, mathematics, science, social studies and world language are recommended for admission to most colleges. A solid background of courses in the academic areas is important. Strength of preparation in English, mathematics, languages, science and social studies has great significance not only for securing college admission but also for attaining success in college work. Many colleges continue to revise their admission requirements to include additional, specific courses; therefore, students should plan to fulfill more than the minimum entrance requirements for the colleges of their choice.

Students who enter four-year Illinois universities must meet minimum requirements. Up to three additional credits may be distributed among these five categories:

- 4 credits of English (emphasizing written and oral communications and literature)
- 3 credits of social studies (emphasizing history and government)
- 3 credits of mathematics (introductory through advanced algebra, geometry, trigonometry and/or precalculus or fundamentals of computer programming)
- 3 credits of science (laboratory sciences)
- 2 credits in a world language; some universities allow substitution from language arts, music, career and technical education, or art. (practical arts)

### Class of 2013 Post-Secondary Profile

- 2013 Graduates: 971
- College Plans
  - 4-year College 64 %
  - 2-year College 29%
  - Other Schools 1%
- Distribution of those attending 4-year Colleges
- 186 Colleges in 38 States and 2 countries
- Private Colleges 26%
- Public Colleges 64%

Total Continuing Education: 94%

### Significant Academic Accomplishments

- 7 National Merit Finalists
- 27 Letters of Commendation from National Merit
- 217 Illinois State Scholars

## Tests for College Admission

Most colleges require the results of either the ACT or the SAT Reasoning test. Students are encouraged to take college entrance examinations during the spring of their junior year. The ACT consists of four subtests, English (rhetorical skills and usage & mechanics), math (pre-algebra, algebra, geometry, and algebra/trigonometry), reading (fiction and non-fiction), and science. Students have the option of taking an additional subtest, the ACT Writing portion. The SAT is comprised of 3 sections: Writing, Critical Reading, and Mathematics. The SAT II is an additional test offered by the College Board which assesses knowledge in specific subject areas. Please check the College Board website at [www.collegeboard.org](http://www.collegeboard.org) for a list of the specific subject areas.

**The best preparation for college entrance tests is a rigorous background of academic courses.** The following academic sequences are recommended for the best *ACT* and *SAT* preparation: **English** - the sequence of courses at the prep, accel, or honors level; **mathematics** - the sequence of courses at the prep, accel, or honors level; **science** - begin the study of science as early as possible in high school and select one of the following sequences: biology - chemistry - physics, or physical science - biology - chemistry; and **social studies** - world history, American history before the senior year, and one or more social studies electives.

In addition, an etymology course can help develop skills measured by college admission tests. A challenging selection of independent reading, both fiction and non-fiction, is strongly recommended. Information about the *ACT* and *SAT* is available in the Testing Office at North Campus.

Students may register for special ACT and PSAT test preparation classes which are offered after school, in the evenings and during study hall. These classes help students familiarize themselves with these tests and test-taking strategies. Information about these classes can be obtained from the Testing Office at North Campus.



**Class of 2013 ACT/SAT Profile**

SAT Reasoning 64 scores - Class of 2013			ACT 983 scores - Class of 2013	
Range	Reading	Math	Range	Composite
700-800	25%	25%	28-36	25.9%
600-690	38%	46.9%	24-27	28.3%
500-590	31%	25%	16-23	34.3%
400-490	6%	0%	1-15	11.5%
300-390	0%	1%		
200-290	0%	3.1%		
LT Critical Reading Mean: 632			LT Mean: 23.6*	
National Critical Reading Mean: 496			National Mean: 20.9LT Math	
Mean: 660National Math Mean: 514				

\*The ACT mean score includes the most recent ACT test score for all 2013 students, which may include the required ACT administration as part of standardized testing in Illinois.

**Advanced Placement (AP) Program**

The Advanced Placement Program® provides students with the opportunity to take college-level courses in a high school setting. Students who participate in the AP Program® not only gain college-level skills, but in many cases they can earn college credit while still in high school.

AP courses are taught by highly qualified high school teachers with curriculum approved by the College Board AP Audit process.

AP Examinations are administered in May. The three-hour exams contain a free-response section (either essay, problem solving, or listening and speaking) and a multiple-choice question section (exception: the AP Studio Art subject follows a portfolio assessment format). The multiple-choice questions are scored by computer. The free-response portions are evaluated by a team of skilled college professors and high school teachers who meet annually to score exams in their area of expertise. Each AP Exam grade is a weighted combination of the student's score on the multiple-choice section and on the free-response section. The final grade is reported on a 5-point scale:

5 = extremely well qualified

4 = well qualified

3 = qualified

2 = possibly qualified

1 = no recommendation

AP Grade Reports are sent in July to the college(s) that the student chooses to the high school and are available to the students online. The reports include grades for all the AP Exams a student has ever taken, unless the student has requested that one or more grades be withheld from a college or canceled.

Each college decides which AP examination grades it will accept. Students may earn credit and/or placement at most colleges and universities in the U.S., as well as colleges and universities in more than 40 other countries, through qualifying AP Exam grades. At many of these institutions, students can earn up to a full year of college credit (sophomore standing) through a suf-

ficient number of qualifying AP Exam grades. Individual colleges and universities, not the College Board or the AP Program, grant course credit and placement. Because credit policies vary from school to school, students should obtain a college's AP policy in writing. Students can find this information in the institution's catalogue, on its website, or by using collegeboard.org's AP Credit Policy Info search. Colleges that have received an AP Grade Report will generally notify the student of any placement, credit, and/or exemption earned during the summer. Students can also contact the college's admissions office to find out the status of AP credits.

Since AP courses and examinations are mainly a junior and/or senior year experience (with the exception of AP European History which is also open to sophomores), parents and students who are anticipating college should begin early—even in the ninth and tenth grade—to prepare for AP opportunities by making sure that the appropriate prerequisite courses are taken. AP courses are offered, provided enrollment is sufficient. The AP policies listed in the departmental sections should be studied along with the specific course descriptions.

**AP Courses & Exams Offered at LTHS**  
**May 4 - May 15**

<b>Art</b>	<b>German Language and Culture</b>
<ul style="list-style-type: none"> <li>• Art History</li> <li>• Studio Art 2-D Design</li> <li>• Studio Art 3-D Design</li> <li>• Studio Art: Drawing</li> </ul>	<b>Government &amp; Politics</b>
<b>Biology</b>	<ul style="list-style-type: none"> <li>• Comparative Government &amp; Politics</li> <li>• United States Government &amp; Politics</li> </ul>
<b>Calculus</b>	<b>History</b>
<ul style="list-style-type: none"> <li>• Calculus AB</li> <li>• Calculus BC</li> </ul>	<ul style="list-style-type: none"> <li>• European History</li> <li>• United States History</li> </ul>
<b>Chemistry</b>	
<b>Chinese Language &amp; Culture</b>	<b>Italian Language and Culture</b>
<b>Computer Science</b>	<b>Latin</b>
<ul style="list-style-type: none"> <li>• Computer Science A</li> </ul>	
<b>Economics</b>	<b>Music Theory</b>
<ul style="list-style-type: none"> <li>• Macroeconomics</li> <li>• Microeconomics</li> </ul>	<b>Physics</b>
<b>English</b>	<ul style="list-style-type: none"> <li>• Physics C: Electricity &amp; Magnetism</li> <li>• Physics C: Mechanics</li> <li>• Physics I</li> </ul>
<ul style="list-style-type: none"> <li>• English Language &amp; Composition</li> <li>• English Literature &amp; Composition</li> </ul>	<b>Psychology</b>
<b>Environmental Science</b>	<b>Spanish Language and Culture</b>
<b>French Language and Culture</b>	<b>Statistics</b>

**Spring 2013 - AP Examination Profile**

- 698 Students took 1,405 Examinations
- Of the total grades reported, 94% were 3, 4, or 5.

Course	Exams	Course	Exams
Art History	6	Government-United States	50
Biology	90	Government-Comparative	44
Calculus (AB)	119	Italian Language	6
Calculus (BC)	19	Latin: Vergil	0
Chemistry	31	Music Theory	8
Chinese	5	Physics	45
Computer Science A	14	Psychology	162
Macro/Micro		Spanish Language	54
Economics	47	Statistics	47
English Lang./Comp.	198	Studio Art	4
English Lit./Comp.	113	U.S. History	202
European History	64		
French Language	30		
German Language	3		

## Academic Requirements for Athletic and Activity Eligibility

**Illinois High School Association (IHSA)** In order to maintain athletic/activity eligibility in high school, a student must pass work in at least five high school courses per week and he/she must have earned a total of two and a half credits in five - 1/2 credit bearing courses in the previous semester.

**Lyons Township High School** follows the IHSA requirements and *also* requires students who participate in athletics and/or activities and who are failing two courses and/or near failing three courses to do remedial work on a weekly basis with their teachers.

## NCAA Academic Requirements

To be eligible to receive athletic scholarship assistance and to practice and play in the freshman year at a Division I or II college. NCAA Divisions I and II require 16 core courses. **Division I** requires 4 years of English, 3 years of math, 2 years of natural/physical science, 1 year of additional English, math, or natural/physical science, 2 years of social science and 4 years of additional core courses. Beginning August 1, 2016, NCAA Division I initial eligibility will also require 10 core courses to be completed prior to the student's 7th high school semester. **Division II** requires 3 years of English, 2 years of math, 2 years of natural/physical science, 3 years of additional English, math or natural/physical science, 2 years of social science, and 4 years of additional core courses.

For specific NCAA requirements; such as GPA and ACT/SAT scores, please refer to the NCAA website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Student-athletes must also be certified by the NCAA Initial-Eligibility Clearing House. Prospective college athletes should consult their counselors for further information on NCAA require-

ments and regulations and are encourage to attend the NCAA information night in November.

## Academic Ability Levels

Students are assigned to course levels on the basis of test scores, performance/achievement, and teachers' recommendations. A student may be in one or more honors or accelerated level courses at one time since departments individually place students. No student can take all courses at either the honors or accelerated level. Several courses required for graduation, (practical arts, creative arts, business, social studies, and physical education) as these departments have some required courses which are offered only at the preparatory level.

## Initial Academic Ability Level Placement Procedures

Eighth grade students in the Township are administered the *EXPLORE* test on a selected Saturday in November. Entering freshmen who are not tested in November and all other transfer students are administered a similar battery of assessments as part of the enrollment and placement process prior to having a schedule created.

Students are placed initially into ability levels as incoming freshmen through a process that involves articulation between LTHS and Township associate schools, both public and private. Placements are made using the following criteria:

- *EXPLORE* test scores;
- grades from first semester eighth grade; and
- eighth grade teacher recommendations.

Discrepancies between recommended placements by the associate schools and LTHS are best resolved by conferences among LTHS division chairs, associate school teachers, and parents. Parents need to complete this conference by March 8. Special Education Services placement information is available through the Special Education Services Division. Placement information specific to each department may be found in the division sections of the guide.

**Personal growth involves making informed decisions and learning from the consequences of those decisions. For this reason, the selection of courses should be made carefully by students and parents with information from teachers and counselors. The role of these professionals is to help students and parents make informed decisions which minimize failure, maximize success, and ensure the orderly and efficient operation of the school. Finally, teachers have the responsibility to maintain the integrity of standards and expectations of courses.**



# Academic Ability Levels - Standards and Expectations

**ESSENTIAL QUESTION:** How do we ensure *vita plena* for all students at LTHS?

**GOAL:** All students who enter LTHS will graduate prepared for college and careers through the systematic connections made among academics, character and leadership, career and technical education, health and physical education, the arts and design.

**FOUNDATION:** The minimum expectation for all students at LTHS is to succeed at the Preparatory level.

**EXPECTATION:** All students will challenge themselves to delve deeper into courses and programs that stretch their abilities and provide opportunities for college and career goals.

**AFFIRMATION:** Lyons Township High School has prepared students for their futures for generations. Previous successes require that LTHS continue to offer the highest level of education for its students by continuing to provide innovative, relevant, and challenging courses of study.

What Levels Mean at LTHS	Level III Preparatory (Prep)
<p>Each course in the <b>Academic Program Guide</b> (core and elective) is assigned an academic ability level. Each level has a standard/expectation which outlines the academic rigor students are expected to meet to successfully complete these courses.</p> <p>In addition to these expectations, the following academic ability level descriptions, standards and expectations, are designed to assist students and parents in course selections and in understanding the differences among academic ability levels. These standards are also intended to help students exceed standards in the Prairie State Achievement Examinations (PSAE) and to score well on ACT, SAT Reasoning / SAT Subject Tests, and AP assessments. Individual courses may have additional expectations and/or move at an accelerated pace. Students and parents should note each course's individual prerequisites, characteristics, and expectations in the <b>Guide</b>.</p> <p>Regardless of the level, everyone at LTHS wants all students to achieve to the best of their abilities. To succeed, all students must:</p> <ul style="list-style-type: none"> <li>• attend school regularly and be punctual</li> <li>• be prepared with materials and assignments</li> <li>• be actively involved in the classroom--work independently and in a variety of roles in cooperative groups</li> <li>• effectively use available learning resources (library and media centers, Discovery Centers, computer/graphics labs, Student Services, and tutorial services).</li> </ul>	<p><i>Courses for students are college-bound and desire secondary training, have attained basic school skills and are working toward higher competencies. Courses are offered in grades 9-12.</i></p>
	<p><b>GENERAL STANDARDS</b></p> <p>Students taking courses at this level are expected to</p> <ol style="list-style-type: none"> <li>1. take responsibility for more independent learning as they progress toward their senior year with guided practice as a regular part of instruction</li> <li>2. review and study class material in addition to completing assigned homework.</li> </ol> <p><b>SPECIFIC STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. <b>Thinking skills and depth of study</b> Students will use and develop recall and comprehension skills as the foundation for learning higher-level thinking skills; problem-solving, inference, synthesis, and evaluation.</li> <li>2. <b>Projects requiring research</b> Students will be thorough in their research. The end product of projects can take any of the following forms: written, spoken, performed, or crafted.</li> <li>3. <b>Pacing of studies</b> These courses move at a pace that allows for frequent review and checks for understanding.</li> <li>4. <b>Homework</b> Work will be assigned a minimum of three times a week and may include the following: reading, writing, problem-solving, reviewing, memorizing, designing, crafting.</li> </ol>

# Academic Ability Levels - Standards and Expectations

An emphasis on application of learning, problem solving, and critical thinking are imperative for all of our graduates, no matter their plans for their futures or the level assigned to the course of study.

- **Rigor** pertains to the fundamentals of education. All students will be expected to demonstrate mastery of the essential outcomes at the Preparatory level. Interventions and supports will be designed, implemented and measured to allow each student to succeed in accordance with individualized plans (e.g. IEP, Section 504, RtI).
- **Relevance** links the past, the present and the future. Relevance at LT is the use of the building blocks of the past as learned through disciplines, applied to the problems of the present, to design solutions for the future.
- **Relationships** are interconnected networks and systems. Wherever possible, opportunities to link course content to other courses and disciplines will be explored. While many assignments and courses require individual attention to achieve mastery, teachers and students will also seek relationships between and among all disciplines.

Level IV Accelerated (Accel)	Level V Honors (Hon)/Advanced Placement (AP)
<i>Courses for students working at higher, challenging levels and school skills and/or at an accelerated pace. Courses are offered in grades 9-12.</i>	<i>Courses for students with exceptionally rapid learning abilities, advanced school skills, and/or who are preparing for an Advanced Placement Examination. Honors courses are offered in grades 9-12; AP courses are offered in grades 11-12; European History AP is offered in grades 10-12.</i>
<p><b>GENERAL STANDARDS</b> Students taking courses at this level are expected to</p> <ol style="list-style-type: none"> <li>1. take immediate responsibility for independent learning with guided practice when needed</li> <li>2. review and study class material consistently in addition to completing assigned homework.</li> </ol> <p><b>SPECIFIC STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. <b>Thinking skills and depth of study</b> Students are assumed to have recall and comprehension skills. The Accelerated level emphasizes higher level thinking skills. Students' work will demonstrate the use of these higher learning skills: problem-solving, inference, synthesis, and evaluation. The curriculum is more complex, challenging, and extensive than at the Preparatory level.</li> <li>2. <b>Projects requiring research</b> Students will be self-directed and independent in their research. The end product of projects can take any of the following forms: written, spoken, performed, or crafted. Students may be expected to complete these projects in addition to daily class work and homework.</li> <li>3. <b>Pacing of studies</b> These courses move at an accelerated pace. Limited time is built into the curriculum for review.</li> <li>4. <b>Homework</b> Work will be assigned a minimum of four times a week and may include the following: reading, writing, problem-solving, reviewing, memorizing, designing, crafting.</li> </ol>	<p><b>GENERAL STANDARDS</b> Students taking courses at this level are expected to</p> <ol style="list-style-type: none"> <li>1. take full and immediate responsibility for independent learning with limited guided practice</li> <li>2. review and study class material extensively in addition to completing assigned homework.</li> </ol> <p><b>SPECIFIC STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. <b>Thinking skills and depth of study</b> Students are assumed to have recall, comprehension, and problem-solving skills. The Honors level emphasizes inference, synthesis, and evaluation. The difference between Honors and Accelerated levels is the frequency and depth of activities reflecting these higher order skills. The curriculum is more complex, challenging, and extensive than at the Accelerated level.</li> <li>2. <b>Projects requiring research</b> Students will be self-directed and independent in their research. The end product of projects can take any of the following forms: written, spoken, performed, or crafted. Students will be expected to complete these projects in addition to daily class work and homework.</li> <li>3. <b>Pacing of studies</b> These courses move at an accelerated pace that approximates college-level pacing by the senior year.</li> <li>4. <b>Homework</b> Students can expect daily assignments that are extensive, time-consuming, and may include the following: reading, writing, problem-solving, reviewing, memorizing, designing, crafting.</li> </ol>

## Student Course Assignment/Class Load

A student will be enrolled only in courses for which he/she has met the prerequisites as published annually in the **Academic Program Guide**. Initial student course selections will be accommodated whenever possible. Important and timely course and staffing decisions are based upon these selections. LTHS guarantees educational opportunities to students as posted in the **Guide** and as noted below:

1. A full-time student at LTHS carries a minimum of six (6) classes per semester. Most students at LTHS are enrolled in seven (7) classes per semester. Students who enroll in The Technology Center of DuPage (TCD) enroll for the equivalent of three (3) classes. The work experience portion of Cooperative Career Education is the equivalent of one class per semester. Students returning to LTHS for a fifth year carry only those classes necessary to complete graduation requirements.
2. LTHS will make every effort to deliver courses on the basis of two criteria:
  - minimum enrollment of 18 students per course per **Board of Education Policy 6.19 Minimum Course Enrollment**, and with the possible exception of capstone courses; and
  - student selection of courses does not result in irresolvable master schedule conflicts.
3. The class period in which a course is offered depends on a variety of scheduling considerations including staff availability, fewest master schedule conflicts, and facility usage.
4. If a course does not have the minimum enrollment at either North or South Campus, students have the following two options:
  - selecting that same course at the other campus, provided it has the minimum enrollment and provided it is offered during 1st and/or 10th periods or
  - dropping the course and adding another available course in its place.
5. If a student chooses a course offered at the other campus, that student will only commute/travel between campuses on transportation provided by District 204. Students who select this option should be fully aware that instructional time of the periods before, during, and after the course selected will be lost due to travel time. Careful consideration of the student's academic and organizational strengths should be made before selecting this option. Students may not choose courses at the other campus during periods 2 - 9.
6. Specific semester course requests may not be accommodated based on balancing schedules for staff-

ing purposes.

7. LTHS does not guarantee the delivery of elective or capstone courses (see p. 32) regardless of their enrollments.
8. Students may register for only one study hall per semester.
9. Study hall period assignments are made by the District and may not be requested for specific periods or semesters.

## Schedule Changes

Once initial student academic ability level placement is made following the process described under Initial Academic Ability Level Placement Procedures on page 10, a student's placement may be reviewed periodically to ensure that he/she is placed at an appropriately challenging level. Academic ability level changes may be made for students seeking a challenge (to a higher level) or for students experiencing exceptional difficulty (to a lower level). District guidelines for academic ability level changes are necessarily restrictive to ensure space is available in classes and that students begin the year in the best possible placement in an appropriate class. Barring significant exceptions, most changes are made for 1st semester by March of the previous school year and starting the week after thanksgiving for 2nd semester.

- Placements for sitting freshmen, sophomores, juniors and seniors are based on the recommendations of LT teachers.
- If a student and/or parent wish to adjust a placement, the student and parent consult first with the student's teacher to review the current placement and determine if a change is warranted.
- After parents and students have reviewed the differences in levels and the reasons for level recommendation changes, parents and students have the final say in the decision.
- Changes are only made when space is available.

After initial placement and scheduling are completed in February, schedule changes are not permitted. Initial student course selections made during registration will be accommodated whenever possible. Important course and staffing decisions are based upon these selections. **Student changes of mind or schedule preferences (teacher, period, time of day) will not be accommodated.** Therefore, only for limited reasons will adjustments be considered and/or approved. Regardless of the request, students must continue attending class and completing assignments until notified of the decision regarding adjustment requests in case space is not available or a request cannot be accommodated.

## Schedule Adjustments

### Adding a Course

A course may be added to a student schedule during the first 10 days of the semester if the following criteria are met:

*The student has a study hall that can be replaced by a course AND there is available space in the class during the same semester AND same period.*

### Necessary Course Adjustments

Individual courses can be adjusted based on the following criteria:

- A1) An adjustment necessitated by completion or non-completion of summer courses
- A2) An adjustment necessitated by first or second semester failures
- A3) An adjustment necessitated by a student's Individualized Educational Plan (IEP) supports
- A4) Documented change of college/career plans requiring a different course that cannot be accomplished during the 4 year academic plan, summer or remaining school years prior to graduation. This requires review by the College & Career Coordinator.

### Drop to a Study Hall

Individual reviews by Student Assistance Teams may be considered for the following reasons:

- D1) Documented economic necessity to work
- D2) Documented provision for unusual family care situations and/or
- D3) Documented psychological inability to handle schedule.

### Level Changes

Student changes of mind on course preferences (teacher, period, time of day) are not considered to be a level change and will not be accommodated. Level changes need review and approval by the Division Chair. Students requesting a change from initial course placement may include:

**Level change** (courses designated at different levels, and the content varies in scope, sequence and rigor) There are two windows of opportunity for requesting level changes--during course selection in the winter and during the first four weeks of each semester.

- 1. **The change must be initiated within the first four weeks of a given semester.**
- 2. Space must be available in the desired course and any other courses that may need to be changed to accommodate the request.
- 3. No existing course may be dropped to accommodate a level change after the start of a semester.

- 4. The grade from the previous course will not travel with the student.
- 5. The student will be required to make up major assignments. These will be determined by courses and departments so they are consistent among teachers who teach the same courses.

**Math or science course changes** require a discussion with the Math/Science Division Chair. (courses designated at the same level, but content varies in scope and sequence)

- 1. **The change must be initiated within the first four weeks of a given semester.**
- 2. The grade follows the student.
- 3. The student does not make up any work, unless needed as a prerequisite for subsequent units as determined by the teacher.

**Please note the master school schedule is built based on student requests during winter registration; consequently, any changes beyond that may not be possible due to space availability. Therefore, approved level changes are not a guarantee of schedule changes when seats are not available to accommodate the change.**

**Any appeals on schedule adjustments should be directed to the North or South Campus Associate Principal.**

### Full Time Student

Students are enrolled in 7 classes per semester with a minimum 6 credit bearing courses to be considered as a full time student. When students have circumstances that prevent them from carrying a full day schedule, school beyond 4 years is a potential path that must be considered.

### Academic Grading System

The goals of a comprehensive high school education are accomplished by the pursuit of knowledge, skills, concepts and understanding. Diligent study and effort result in learning, achievement and rewards not measured by grades, GPA, and/or credits; however, grades and credits are necessary elements of academic performance.



A student's academic achievement will be evaluated and awarded a letter grade based on the attainment of objectives, standards, and expectations of the course in which he/she is enrolled.

Academic achievement is represented by letter grades as follows:

- A - Superior
- B - Above Average
- C - Average
- D - Below Average
- F - Failure
- AS - Audit completed successfully
- AU - Audit completed unsuccessfully
- CP - Conditional Pass
- DP - Doubtful Pass
- CR - Credit
- NC - No Credit
- I - Incomplete
- W - Withdrawal
- WF - Withdrawal Failure

All letter grades noted above may be used for evaluation of student work per the following:

- A, B, C, D, F, I, AS, AU, CR, NC, W, WF all may be used at quarter and/or semester marking periods.
- DP/CP may only be used at the end of a semester grading period.

A grade of "CP" (Conditional Pass) is used when a student's achievement in the course is low, but he/she may continue in the sequence of courses. If the student successfully completes the following semester's work, the teacher will change the "CP" grade to a "D". Otherwise, the teacher will need to change the "CP" grade to an "F".

A grade of "DP" (Doubtful Pass) is used when credit for the course is to be counted toward graduation credit requirements; however, the student is not to continue with the next course in the sequence. It carries the same grade point value as a "D".

- A grade of "I" (Incomplete) is used when a student has not completed requirements for a course grade. It may be used at either quarter or semester time. Though completion of work as quickly as possible is recommended, a student may complete his/her work and receive a final grade for the course within the first six weeks of the following semester. Students receiving incomplete grades for second semester courses may complete work for final grades

within the first six weeks of the following fall semester. For purposes of calculating class rank and GPA, incompletes must be cleared up fourteen days following the deadline for teachers to post grades.

- A grade of "W" (Withdrawal) is generally used when a student drops or is removed from a course between the 10th day of a semester through the last day of the first or third quarter. The grade "W" will appear on the report card and transcript thereafter. The "W" grade does not receive a grade point value, and **is not** part of either the weighted/unweighted GPA, class rank, or Honor Roll computation.
- A grade of "WF" (Withdrawal Failure) is generally used when a student drops a course during the second or fourth quarters (i.e., the halfway point or later of a semester) or is removed from a course at any time due to attendance or disciplinary reasons. The "WF" grade will appear on the report card and transcript thereafter. The "WF" grade receives a grade point value of 0 and **is** part of the weighted/unweighted GPA, class rank, and Honor Roll computation.

Teachers may use + or - signs with grades A-D in order to differentiate levels of achievement. These signs will appear on report cards and transcripts but they are not used to determine class rank or grade point averages.

## Academic Grading Scales

The following grading scale is used to determine grades earned in most courses:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 59% or less

In Driver Education, the following grading scale is employed.

- A = 92 - 100%
- B = 85 - 91%
- C = 77 - 84%
- D = 70 - 76%
- F = 69% or less

In Special Education, when a student receives a modified curriculum that has been collaboratively developed by Special Education and regular education professional staff and parents, grading criteria are established and stated in the modified curriculum. In the L.I.F.E. Program, authentic assessment and portfolios are used to determine grades. For some Special Education students, Individualized Education Plan (IEP) goals may indicate grading criteria that are different from the grading scales noted above.

## Grade Reports and Grading Periods

LTHS informs parents of student grades four times each semester: Grade Status Reports (3 1/2 weeks and 13 weeks), Quarter Grades (9 weeks), and Final Semester Grades (18 weeks). Grade Status Reports are used by teachers through the Infinite Campus parent portal to notify parents if students are not working to their abilities and/or who are not passing classes. Quarter and final semester grading periods are posted on the official school calendar (see page iii of the **Guide**) and in the annual Parent Teacher Council Calendar. Final semester grade reports include 18-week daily grades, final examination grades, weighted and unweighted GPA and class rank, and honor roll designation.

## Auditing Courses and Audit Grades

On rare occasions, a student is granted permission to audit a course and receive an audit grade (AS-audit completed satisfactorily; AU-audit completed unsatisfactorily). The school employs a stringent process for recommendation and approval of audit status.

An Audit Student (other than late admittance or transfer):

- Begins and ends the semester without having transferred in or out of LTHS
- Applies to the Principal for audit status prior to the 15th day of a semester
- Meets all course behavioral and academic standards and expectations including but not limited to attendance, quizzes, tests, final exams, projects, and homework.

Once the audit is approved by the Principal, it cannot be changed after 15 school days. The student will not receive a traditional grade (A, B, C, D, F) or credit. The grade (AS/AU) will not apply toward graduation requirements, weighted/unweighted grade point average (GPA) or class rank.

For information concerning audit status for transfer and late admittance students, please see page 23. Students seeking additional information regarding audit standing should contact their counselor.

## Credit/No Credit (CR/NC) Option

LTHS offers a series of courses for credit/no credit (CR/NC). The (CR/NC) option was developed so that students would take advantage of the full, comprehensive high school curriculum at LTHS. In addition, the (CR/NC) option provides an opportunity to take a broader range of courses that students might not otherwise experience.

The following conditions apply to all courses designated (CR/NC) by LTHS and to students who elect to take these courses under the (CR/NC) option:

- Students must carry a minimum of five (5) subjects exclusive of Physical Education/Health.
- Students may enroll in only one course for (CR/NC) per semester or per summer term.
- Students electing a course designated (CR/NC) in the **Guide** must turn in a completed application form with parent and counselor approval prior to the **4th week of** each semester and cannot change back to the regular grading system after the decision has been made.
- **Completed applications must be submitted within the first 4 weeks of a semester.**
- An annual course may be selected at the start of its second semester for (CR/NC) even though it was not selected as such for the first semester, provided all conditions are still met. Students selecting both semesters of an annual course as (CR/NC) must apply for each semester separately.
- The procedure for grading students electing courses as (CR/NC) will be the same as for students enrolled under the regular grading system; however, instead of a letter grade, a “credit” (CR) or “no credit” (NC) will be entered on the quarter and semester grade card, transcript, and in the permanent record. Traditional letter grades will be reported on all interim progress reports.
- Students taking courses for the (CR/NC) option must earn grades of C- or higher in order to receive credit for these courses.
- Courses selected by students for (CR/NC) will not be utilized in the computation of GPA (grade point average) or class rank.
- Students who are considering selective colleges should not take college preparatory courses for (CR/NC). Students and parents should consult their counselors in these instances.
- Independent study courses may not be taken as (CR/NC).
- Dance Studies 1, 2, & 3 may be elected for (CR/NC) only if they are taken as a Creative Arts graduation requirement and must be taken in addition to a regular PE course during the same semester.

A list of departments and (CR/NC) course options are listed on the next page. Students and parents should refer to specific course descriptions for (CR/NC) courses. (CR/NC) courses are identified as such in the departmental course descriptions.

Students should be aware that some colleges may not accept credit/no credit courses which are needed for college entrance. In addition, some colleges change a credit/no credit course on a transcript to the grade of “D” when considering your GPA and coursework for admission.



## Applied Technology

All courses **EXCEPT**

- Independent Study
- Industrial & Related Occupations (IRO)  
I, II Work Experience
- All Aviation Courses other than AT5156 (Aviation)
- Air Cooled Engine Technology

## Art

All courses **EXCEPT**

- Independent Study

## Business Education

- Accounting 1
- Business Law
- Introduction to Business
- Computer Applications (MOS)
- Keyboarding
- Marketing
- PC Repair & Maintenance (A+)
- Programming in Visual Basic
- Web Page Development 1

## Family and Consumer Sciences

All courses **EXCEPT**

- Career & Community Partnerships I,  
II Work Experience
- Chefs
- Family Health Issues
- Food Science
- Independent Study
- Teaching Internship - Preschool
- Teaching Internship - Elementary 1 & 2

## Language Arts

All elective courses **EXCEPT**

- Independent Study
- Interdisciplinary Workshop (IDW)
- Journalism courses

## Music

All courses **EXCEPT**

- Independent Study

## Physical Education and Health

- Dance Studies 1, 2, and 3 (Must be taken in addition to P.E. if taken as CR/NC and/or Creative Arts graduation requirement.)

## Social Studies

- Constitutional Law
- Contemporary Issues
- Economics
- Human Geography
- International Business Economics
- Psychology for Life
- Psychology of the Mind
- Sociology

## Special Education Services

- Personal/Social Development I-IV

## World Languages

- Etymology Prep  
(Level III Prep only)

## Duplicate Credit Option

LTHS offers a small number of courses which can be taken more than once for full academic credit each time. Each of these courses, taken at different times, provides an academic experience that is unique and is designed to meet the individual needs/skills of students at given points in time. Students and parents should refer to specific course descriptions for duplicate courses listed below and discuss these options with their counselor. Duplicate credit option courses are identified as (dc) in the course descriptions. Course selections here are listed by department and by campus availability. Duplicate credit courses may only be taken twice unless otherwise noted. Courses with a 3+ may be taken 3 or more times. Courses with a 3 or 4 may be taken no more than the number of times indicated.

## Alternative Program

- Life Skills 3+
- Work and Careers 3+
- South Campus English
- North Campus English

## Applied Arts

- Engineering and Invention 2 (NC)
- Furniture/Cabinet Making II
- Aviation
- Private Pilot Operations

## Art

- Studio Art Accel (NC)

## Language Arts

- Beginning, Intermediate & Advanced ELL (SC/NC) 3
- Beginning Reading ELL (SC/NC) 3
- Beginning Tutorial ELL (SC/NC) 3
- Intermediate and Advanced Tutorial ELL (SC/NC) 3
- Language Learning Experience (Summer) 3
- Tutorial ELL (SC/NC) 4
- Journalism: Newspaper Production (NC)
- Journalism: Yearbook Production (NC)
- Playwriting (NC)
- Theatre: Acting (SC/NC)
- Theater: Improvisation and Mime (NC)
- Theater: Playwriting (NC)
- Theater: Stagecraft (NC)
- Theater: Stage Lighting & Design (NC)
- LTTV Production (SC/NC)
- TV: LTTV Summer Programming 3+

## World Languages

- Spanish for Spanish Speakers (SC/NC)

**Music**

- Concert Band (SC)
- Concert Choir (NC)
- Concert Orchestra (SC)
- Jazz Ensemble (NC)
- Symphonic Band (NC)
- Symphony Orchestra (NC) 3
- Treble Choir (NC)
- Wind Ensemble (SC/NC) 3

**Physical Education**

- Dance Studies 3 (NC only) 3+
- Applied Personal Fitness (NC) 3+
- SCUBA

**Special Education 3+**

- Curriculum Skills Resource (SC/NC)
- Personal/Social Development I-II (SC/NC)
- Social Communication (SC/NC)
- L.I.F.E. Life Skills I (SC)
- L.I.F.E. Life Skills II (SC)
- All other L.I.F.E. courses

**Final Exam Exemptions**

**A.** For 2014-2015, students are eligible to be exempt from the semester final examination in one course of his/her choice provided he/she had met all of the following criteria:

1. Earn a grade of C- or better in the class they wish to exempt.
2. No unexcused absences in ANY class.
3. No more than four tardies in ANY class.
4. No disciplinary infractions that result in in-school or out-of-school suspension.

A committee reviews this exemption policy and each year presents its recommendations to the Board of Education. If a new policy is implemented for next year, the online version of this Guide will reflect the change.

**B. Seniors** A senior in his/her last semester (or eighth semester, whichever occurs first) of full-time enrollment may be exempt from a final semester examination in a course provided he/she has met all of the following criteria:

1. has achieved a grade of B- or higher on the last day of regularly scheduled classes in that course.
2. has returned all of his/her rental textbook(s) for that course on or before the last day of regularly scheduled classes.

This exemption incentive may be applied to and may be taken for any and all courses in which the student is enrolled provided the student has met the criteria.

**Class Rank and GPA**

LTHS computes, records, and provides both weighted and unweighted Grade Point Averages (GPA) and Class Rank for all its students on a semester basis. The GPA is the cumulative point total of all letter grades earned (A, B, C, D, F only) divided by the number of semester courses in which grades are attempted. Class Rank is the arrangement of students in order according to their academic performance. Class rank data is captured 10 school days following the submission of teacher grades. Please refer to the **Levels/Ability Grouping** (pp. 12-13) and **Course/Levels & Standards/Expectations** sections (pp. 12-13) of the **Guide** for more information on academic levels. Weighted and unweighted GPA and Class Rank are reported on report cards and transcripts, are cumulative, and represent all final semester grades earned to date.

In computing the **unweighted GPA**, letter grades in all courses are assigned the same numeric values regardless of the academic ability level of each course, i.e., A=4, B=3, C=2, D=1, and F/WF=0. In computing the **weighted GPA**, letter grades in all courses are assigned numeric values based on the academic ability level of each course, i.e., A=6, 5, or 4, depending on the academic ability level; B=5, 4, 3, etc. Two tables reflecting the unweighted and weighted numeric value for courses are provided below. Course credit transferred to Lyons Township High School from another accredited and approved institution is included when computing and determining GPA and class rank.

**GRADE POINT VALUE TABLE**

WEIGHTED				UNWEIGHTED			
	III	IV	V		III	IV	V
<b>A</b>	4	5	6	<b>A</b>	4	4	4
<b>B</b>	3	4	5	<b>B</b>	3	3	3
<b>C</b>	2	3	4	<b>C</b>	2	2	2
<b>D</b>	1	2	3	<b>D</b>	1	1	1
<b>F</b>	0	0	0	<b>F</b>	0	0	0

The sum total of each of these different values is then divided by the number of courses in which 1/2 (.5) credits are attempted per semester to determine the student's two GPAs. Using the above tables and formula, a student taking 7 half-credit (.5) classes would receive the following unweighted and weighted GPAs.

COURSE	LEVEL	GRADE	UNWEIGHTED VALUE	WEIGHTED VALUE
1	III	A	4.0	4.0
2	III	B	3.0	3.0
3	IV	C	2.0	3.0
4	III	B	3.0	3.0
5	IV	D	1.0	2.0
6	V	B	3.0	5.0
7	III	F or WF	0	0
<b>GPAs</b>			<b>2.28</b>	<b>2.85</b>

## Honor Roll

Lyons Township High School maintains one honor roll that recognizes the academic achievement of its students.

All grades earned by a student apply toward honor roll determination with the exception of Audit (AS/AU) and Credit/No Credit (CR/NC) courses. Honor roll status is determined using unweighted or weighted GPAs, whichever is higher. Honor roll is determined by using the unweighted or weighted grade point value table for grades earned. To qualify for honor roll status, a student:

1. must obtain a grade point average of 3.125 or higher.
2. cannot receive an F or WF.
3. must be enrolled in at least 4 courses for which he/she received grades of A, B, C, D, or DP.
4. must be enrolled in at least 5 courses, each of which carries .5 credit.

Students enrolled in courses at TCD, or the Teaching Internships - Elementary 1 & 2 courses may be exempt from 4.

The LT honor roll is calculated, awarded and announced four times each year. **Advisory Honor Roll** is posted at the end of first and third quarters and is based on quarter work only, including mid-term examinations. **Semester Honor Roll** is posted at end of first and second semesters and is based on the entire semester work, including final semester examinations and exemptions. Both **Advisory Honor Roll** and **Semester Honor Roll** are submitted to the local media for publication. Summer School grades do not apply to Honor Rolls.

## Academic Awards

Lyons Township High School offers a wide array of awards to its students for their academic achievement throughout their high school careers. Each award/honor has specific criteria which students must fulfill in order to be eligible. Some awards/honors require applications while others are based on test scores, class rank, GPA, or other criteria. Students are notified about these awards and honors through a variety of ways including daily announcements, *College Corner*, in Counseling Offices and in the College/Career Center.

The following awards, honors, and/or scholarships have as their basis weighted GPAs and weighted class ranks: Gold L Award, Honor Graduate, Illinois State Scholar, IHSA All-State Academic Team, LTHS local scholarships, National Honor Society, National Merit Scholarship Program, President's Education Award, Robert C. Byrd Scholarships, State of Illinois Merit Recognition Scholarships, Salutatorian and Valedictorian awards.

## Lyons Township High School Honors

Academic awards are granted through LTHS for academic achievement. Each of these has specific academic criteria which students must meet in order to be eligible for and to receive the awards. These include the following.

- **Academic Letter Awards:** academic performance over time – honor roll status over six consecutive or eight cumulative quarters.
- **Academic Chevron:** continuing academic performance, 1<sup>st</sup> Chevron - honor roll status for ten consecutive or twelve cumulative quarters, 2<sup>nd</sup> Chevron - honor roll status for fourteen consecutive or sixteen cumulative quarters.
- **Gold L Award:** senior award; top 15% of the class as of the end of the seventh semester.
- **Valedictorian/Salutatorian:** recognition given to students whose class ranks are 1<sup>st</sup> and 2<sup>nd</sup> respectively as of the end of the seventh semester.

## LTHS Division and Department Honors

At the end of each school year, LTHS recognizes outstanding students for their academic performances in and their contributions to departments and divisions.

## LTHS Scholarships

LTHS and certain out-of-school individuals and organizations award a number of scholarships to graduating seniors. These scholarships have special significance because they are awarded from within the school for academic achievement in and contributions to other school and community related areas. The LT Awards, Honors, and Scholarship Selection Council comprised of faculty and administration selects recipients for these honors.

## Local Honors

Many local community groups, agencies, and organizations support LTHS by providing scholarships, awards and honors to students each year. They represent a commitment to LTHS students and are visible proof that we are a community that cares deeply about its young people. Through school communication, LT makes efforts to publicize the availability of these honors to students, and in appropriate forums to recognize both donor(s) and student recipients.

## Athletic and IHSA Academic Awards

Awards are presented to student-athletes and co-curricular students who perform at exceptionally high academic levels and are members of IHSA recognized athletic and activity teams/groups. Athletic-academic awards are also presented to student-athletes through the West Suburban Conference (WSC).

### Illinois State Scholar

The Illinois State Scholar Award is based on a combination of test scores and class rank. The Illinois Student Assistance Commission determines both eligibility and recipients for this award. Approximately 10% of the seniors in the state are recipients each year.

### National Honors

There are several national honors awarded to LTHS students each year. Included are national academic awards in content areas and the President's Education Award.

Based on performance and eligibility requirements, students are also eligible for induction into the following national academic honor societies of which LTHS is a school member: world languages, Thespians, Quill and Scroll, and the National Honor Society.

Based upon their achievement on the *PSAT* taken in the fall of the junior year, students compete in the following categories of the National Merit Competition: National Merit Commended students (top 5% *PSAT* scores nationally); National Merit Semifinalists (top ½ of 1 percent of *PSAT* scores in Illinois); and National Merit Finalists (National Merit Semifinalists who have successfully competed using an application, essay, *SAT* scores, high school grades, and school recommendation).

### Annual Academic Recognition Ceremonies

Each year, LTHS recognizes its students for their academic achievement at several major awards ceremonies: a monthly Student of the Month breakfast at each campus, an Illinois State Scholar assembly, a National Merit recognition evening, a South Campus Awards Assembly held at the end of May, and the annual Senior Honors Assembly. In all cases, parents are invited and encouraged to attend to show visible support for their student.

**The South Campus Awards Assembly** is held in May during the day to recognize outstanding achievement and effort on the parts of freshmen and sophomores. Divisions and departments recognize individual students for various achievement, awards, effort, and honors. The school letter "L" is presented annually to sophomores who have achieved honor roll status for six quarters. Each student's name is read while accepting his/her award from the Principal on stage.

**The Senior Honors Assembly** is held during the day at the end of the year to recognize graduating seniors in front of their peers, parents, and the community. Awards, honors, and scholarships are personally presented to students by the Principal or scholarship representative.

### Advanced Placement (AP Scholars)

The College Board maintains an academic recognition

program for students who excel in AP examinations.

AP Scholars are those students who achieve high scores on three, four, five, or eight AP examinations. The following designations apply:

- **AP Scholar:** granted to students who received grades of 3 or higher on three or more AP Exams on full-year courses
- **AP Scholar with Honor:** granted to students who received grades of 3 or higher on four or more AP Exams on full-year courses, with an average exam grade of at least 3.25
- **AP Scholar with Distinction:** granted to students who received grades of 3 or higher on five or more AP Exams on full-year courses, with an average exam grade of at least 3.5
- **AP National Scholar:** granted to students in the U.S. who receive an average grade of 4 or higher on eight or more AP Exams on full-year courses

LT students earning these designations are recognized at the annual Senior Honors Assembly.

### National Honor Society

The National Honor Society (NHS) is a national organization established to recognize students who demonstrate excellence in scholarship, leadership, service, and character.

At LTHS, juniors and seniors who rank in the top 20 percent (weighted scale) of their classes are eligible for membership and induction. Qualified candidates are also selected based on character, leadership, and service.

Membership applications are distributed during the third quarter and require students to list demonstrated leadership and service to LTHS and the community. Teachers, coaches, and sponsors are asked to rate and comment on candidates they have had as students, players, and/or club members. The ratings are tallied and candidates are ranked. A selection committee comprised of an assistant principal, counselors, the Director of Student Activities, NHS sponsor(s), and at least one teacher each from North and South campus, review each application. Once selected, a student is invited to be a member at an induction ceremony. With induction, a member assumes certain obligations and must participate in at least half of the chapter's service functions. Examples include sponsoring the annual Thanksgiving luncheon for senior citizens, serving dinner at a local Ronald McDonald House, assisting at numerous school functions or serving as peer tutors.

Members are awarded an honor but are expected to share their talents and excellence in leadership, service, and character with their community and fellow students.



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## Office of Assessment and Research

LTHS maintains an Office of Assessment and Research and employs a coordinator who is responsible for the comprehensive assessment program as well as the collection, analysis, and dissemination of data to promote student achievement. The office organizes and conducts large group and all-school assessment programs as well as prepares summary information for these tests and assists curricular development and instructional effort through assessment analysis. Please contact the Testing Office at 708-579-6762 for information regarding standardized tests and test preparation.

**Program Placement** To facilitate an effective learning environment, LTHS offers programs which challenge students at an appropriate level of difficulty. Testing is necessary to assess the scholastic aptitude and achievement levels of students in order to provide a basis upon which to recommend student placement to academic departments.

**Educational Program Assessment** Some testing provides a means for assessing how well students in a particular group are performing. As a result, adjustments in curricular offerings and instructional methods may be made. Testing may also be used to determine progress in attaining school improvement goals.

**Growth Measurement** By being tested periodically in high school, students can be provided information concerning their academic growth. Areas in need of remediation and areas where improvements have occurred can also be identified. Additional assistance or greater challenges in course selection can be offered to students. The appropriateness of students' academic and post-high school plans can be assessed.

**Career Development** Students generally participate in at least one interest inventory designed to match their abilities and interests to career opportunities and to assist them in planning an appropriate scholastic program.

**Test Preparation** The best preparation for doing well on any college entrance exam is a solid foundation of course work which includes four or more years in each of the core subjects. In addition, LTHS offers students the opportunity to enroll in test preparation classes that will help them develop testing strategies and review subject material for those tests. The PSAT prep classes are offered at the start of the fall semester in preparation for the fall national exam. There are several ACT test prep class options available to students. The after-school programs are offered in the fall and winter with after-school or evening classes. LTHS offers an ACT test prep class as part of a junior student's second semester Study Hall period. All test prep classes are taught by high school teachers who have been trained to teach these classes.

Registration forms which provide details pertaining to dates, times and costs are available in the Testing Office, Room 128 NC or on the LTHS website ([www.lths.net](http://www.lths.net)).

**College Placement** College admissions examinations are often required of students who plan to pursue higher education. The Program at LTHS provides for these requirements.

## 2014-2015 STANDARDIZED TEST DATES

### ACT Saturday Test Dates

September 13, 2014 (hosted at LTHS)

October 25, 2014

December 13, 2014

February 7, 2015 (hosted at LTHS)

April 18, 2015 (hosted at LTHS)

June 13, 2015 (hosted at LTHS)

Register for Saturday test dates by creating a web account at: [www.actstudent.org](http://www.actstudent.org)

**LTHS School Code: 142483**

**LTHS Test Center Code: 174240**

### SAT Saturday Test Dates

October 11, 2014

November 8, 2014 (hosted at LTHS)

December 6, 2014

January 24, 2015

March 14, 2015 (hosted at LTHS)

May 2, 2015 (hosted at LTHS)

June 6, 2015

Register for Saturday test dates by creating a web account at: [www.collegeboard.org](http://www.collegeboard.org)

**LTHS School Code: 142483**

### 2014 PSAT Test Date

Saturday, October 18, 2014

Register for the PSAT through the LTHS Testing Office, Room 45 at North Campus

## Career Internship Guidelines for Approval

A career internship is designed for students who are seeking work experience in an area that they wish to pursue as a career upon graduation or after attending college. Students will apply for the internship through the department that they wish to receive credit for the experience. A student will work a minimum of 80 hours during the semester for credit in the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, and be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for transportation to and from the workplace. It is the sole discretion of each department team to recommend the student for a work internship. The internship course may not be taken as an 8th course, but it may be taken for duplicate credit. Application does not guarantee admission. Internships may be developed in any Division. Career Internships earn Level IV credit only and are available to juniors and seniors. As Internships are approved entirely on a case-by-case and departmental basis, every proposal is unique.

Components of an effective internship include:

- A culmination of study, not an introduction.
- A link to a career field with activities designed to prepare a student for a specific career, not necessarily a college major.
- A minimal time frame of 80 hours, which corresponds to a ½ (semester) Carnegie unit of credit.
- An instructor on LT's staff who will coordinate and ultimately evaluate the student's progress (determine the grade).
- A design/outline for a culminating project that the instructor has reviewed and approves of.
- The possibility of earning an industry certification in the career field of focus.

Required steps include:

- A review by the internship teacher of prior student work in the internship area.
- A written document that describes the evaluation procedure to be employed by the supervising teacher that incorporates input from the employer.
- A written partnership agreement between LTHS and the employer.
- A final written document including the final grade and any artifacts used to determine the grade.

### Internship Acceptance and Procedures

An application, document review, interview, and written partnership agreement will be required as a part of the acceptance process. The application, along with a resume and all required components, will be submitted to the teacher in the division that the student wishes to receive credit for the internship. The teacher, upon receiving a Career Internship Registration form, will confer with the Division Chair to ensure that all criteria are met.

Upon acceptance, a meeting with the teacher, Division Chair, student and employer (if possible) will set out the expectations for work, evaluation and any other necessary arrangements. Upon completion of the meeting, the Division Chair will submit a complete packet of documents to the Associate Principal, Principal, and the Director of Curriculum and Instruction.



## Student Records

Each District 204 student has both a permanent and a temporary record maintained by the Principal (or designee) from the time of the student's initial enrollment until his/her departure. Information about students is collected, maintained, used, disseminated, and retained in accordance with District administrative procedures and state and federal laws. Student records are confidential and are treated as such. They are accessible and released to the professional staff, parent/guardian, student, or other qualified individuals only as permitted by state and federal laws. For more information, please refer to the Student and Parent Handbook.

LTHS complies with the **Illinois Student Records Act** of 1975, Sections 50-2 through 50-4; the State of Illinois' **Freedom of Information Act**; and certain established procedures with regard to retaining or destroying student records and with confidentiality of student information. All student records are considered to be confidential information that is protected under state and federal laws. Records may not be shared or disclosed without prior written consent of the parent/eligible student. Student information may only be shared with other school officials, including teachers with a legitimate educational interest. Additional information is found in the Student and Parent Handbook and in school offices.

## Transfer Students

Students transferring into District 204 must complete several important steps before enrolling and beginning classes.

- Transfer students and their parents must contact the appropriate campus associate principal to establish and verify residency.
- All transfer students are tested by the Testing and Assessment Office to determine their appropriate academic course placements.
- Transfer students are ineligible to receive audit grades (AS/AU) during the semester in which they transfer to LTHS.
- LTHS grants credit to transfer students' previous work contingent upon receipt of official transcripts from students' previous schools.
- LTHS reserves the right to assign academic ability level credits to courses on transcripts based on reviews by school personnel. Courses with academic ability level credits will be assigned LTHS academic ability level credit befitting the parallel structure at LTHS. Courses without academic ability level designations will be reviewed on a case-by-case basis.

- Transfer students must satisfy all State of Illinois high school requirements as specified in **The School Code of Illinois**, and, from the point of initial enrollment through graduation, those requirements specified by LTHS.
- Transfer students and their parents should see their assigned counselors for complete information.
- Students transferring into LTHS after 15 days of the beginning of a school term or semester or who have not attended school for 15 days since leaving their previous schools should review **Transfer Students - Late Admittance to School** below.

**Transfer students who hope to participate in interscholastic athletics** must follow all Lyons Township High School enrollment procedures before they are eligible to participate in tryouts, practice or competitions of any kind. Each student will need to complete eligibility forms for the Illinois High School Association (IHSA) in order to be eligible to participate on these athletic teams. Please contact the Athletic Office if you are a transfer student who would like to participate in any sports program.

## Transfer Students - Late Admittance to School

A student is required to enroll in courses at LTHS if he/she is a transfer student and meets one of the following criteria:

1. transfers to and enrolls in classes at LTHS more than 15 school days after the beginning of the semester and has not attended any school since the beginning of the current semester or the current school year; or
2. transfers to and enrolls in classes at LTHS after the beginning of the semester, and had attended a school since the beginning of the semester but who left that school and did not enroll in the District within 15 school days or less.

Students in both circumstances listed above will be required to audit the classes in which the student enrolls for that semester. They must complete all assignments and examinations prior to the date of enrollment as determined by the teacher of the course and all assignments and examinations subsequent to the date of enrollment.

Students who, in the judgment of their teachers, successfully complete course requirements will be awarded grades, weights, and credits. Those students who do not successfully complete course requirements will receive final grades of NC (no credit) for those courses. The District will not enroll any person over the age of 19 who has dropped out of school and who, because of age and/or lack of credits, cannot attend classes during the normal school year(s) and graduate before or on his/her 21st birthday. (Board Policy 5.03.5)

### **Alternative Educational Opportunities**

LTHS permits students to transfer credits into LTHS to meet its graduation requirements, but only under strict policies and procedures. A student may transfer a maximum of three (3) credits from among the opportunities listed below to meet LTHS graduation requirements. Students may not enroll in or receive transfer credit(s) for the alternative educational opportunities listed below during their enrollment in the same course(s) during the regular school day. Students may not enroll in or receive transfer credit(s) for the alternative educational opportunities listed below if their 10 period day schedule permit them to be enrolled in those same courses at LTHS during the regular school day. Students must make choices about required and elective courses to fulfill graduation requirements on time. In addition, pre-approval and credit for the listed alternative educational opportunities is given on a case-by-case basis after consultation with the student's counselor, appropriate division chair, Director of Student Services, and approval by the Principal (or designee). A student may not transfer credit from a correspondence and/or extension study course in order to graduate prior to the 8th semester of enrollment. Grades and grading scales used by the credit-granting institutions will be the only ones accepted. No attempt will be made to adjust, modify, substitute, or change those given by the credit-granting institution. Students are advised to carefully read the requirements below prior to enrolling in any of these opportunities.

#### **1. Correspondence Courses/Class.com/Extension Study**

With prior approval from the Principal (or designee), a student may be granted credit for successful completion of a correspondence course and/or Class.com and/or extension study from a regional or state North Central Association accredited institution. Accreditation is a minimal standard, and students are advised that approval and credit is contingent on a review of correspondence course academic standards and rigor. Successful completion must be documented with an official transcript from

the granting institution. A student may transfer in a maximum of one (1) credit from a correspondence course, Class.com and/or extension study to meet LTHS graduation requirements. These courses are typically tuition-based and require students to work independently. Class.com will be offered only at LT and will be accepted for credit recovery only.

#### **2. College/University Courses**

With prior approval from the Principal (or designee), a student may be granted credit for successful completion of a course from an accredited college/university. Successful completion must be documented with an official transcript from the granting institution. A student may transfer a maximum of two (2) Carnegie Units of credit from the college/university to meet LTHS graduation requirements.

#### **3. Adult and Continuing Education Program**

A student may be granted credit for successful completion of a course from the LTHS Adult and Continuing Education Program. These include high school completion courses in English and social studies, as well as correspondence courses noted in 1. above. A student may transfer a maximum of one (1) credit from an Adult and Continuing Education Program course to meet LTHS graduation requirements. All courses offered through the Adult and Continuing Education Program are tuition-based and require students to work independently over a semester's time.

#### **4. Other High School Courses**

Full-time students who seek to receive and to transfer into LTHS credit(s) earned at other high schools are subject to the same limitations as prescribed in this section. With prior approval from the Principal (or designee), a student may be granted credit for successful completion of courses at other high schools. Accreditation is a minimal standard, and students are advised that approval and credit is contingent on a review of the high school's academic standards, expectations, and rigor. A student may transfer a maximum of one (1) Carnegie Units of credit from another high school, not including summer school, to meet LTHS graduation requirements. LTHS is not responsible for any costs or fees including transportation, textbooks, materials, services, etc., for credits earned at other high schools. Other high school transfer credit as described here does not apply to transfer or home-schooled students.

## Independent Study

Independent study provides students with the opportunity for enrichment of learning. Records of successful completion of independent study will be designated on the student's transcript by department and/or course, with the accompanying designation "IS" (independent study). An Independent Study Application and Contract must be completed and signed by the student and approved by his/her parent(s), the supervising teacher, counselor, the division chair, and the Principal (or designee). The Independent Study Contract is an agreement between a teacher and a student to complete a course of study in an approved area of the school curriculum.

For courses listed in the **Guide**, IS is taken only at the levels indicated. IS taken for courses of study not published in the **Guide** must receive recommendations by teachers and approvals by division chairs and the Principal (or designee). Students pursuing such IS credit are expected to pursue a rigorous course of study above and beyond that demanded in a Level III course, with content that challenges their intellectual abilities and requires learning concepts at significantly higher cognitive and affective levels. Standards and expectations for the level at which the IS is approved and taken must be met by the student and evaluated by the teacher.

### Conditions

A student may enroll in coursework through an IS if all the following guidelines are met:

1. A teacher is willing to supervise the IS student on a regularly scheduled basis and be responsible for validating that LTHS Standards and Expectations for the course and level have been met.
2. The course is not being offered during the current school year or a scheduling conflict exists that prevents the student from taking the course in a normal school schedule.
3. The student wishes to complete a prescribed program of study that goes beyond that offered in the normal school curriculum.
4. The course is not a required course for graduation.
5. The course may not be taken for credit/no credit.
6. The course is not taken as an 8th course/class.

### Procedures

1. A student must obtain an Application for Independent Study Credit from the teacher and/or division office.
2. The application form must be completed in full (including parent signatures verifying approval) and signed by the supervising teacher and counselor.
3. The completed Application and the completed Independent Study Contract are given to the division

chair. When approved and signed by the division chair, the Application and Contract are forwarded to the Principal (or designee) for approval and processing. A student's schedule will not be changed and will not reflect an IS course until all counselor conditions have been met and the Contract has been approved by all signatories.

4. Prior to approval and signature, the division chair will conduct an interview with the student and the supervising teacher, which will include the following:
  - a. a review of the student's work (samples) or other materials, which provide evidence of the student's ability to complete work on an independent study basis
  - b. a presentation of the evaluation procedure to be employed by the supervising teacher
  - c. preparation of an evaluation form to be presented at the end of the IS
  - d. recommended academic level of credit.
5. Applications for IS credit must be completed and submitted according to the following schedule:
  - a. applications for annual or fall semester only must be approved and submitted by May 1 of the previous semester
  - b. applications for spring semester only must be approved and submitted by December 1 of the previous semester
  - c. applications for summer must be approved and submitted by March 1 of the previous semester.
6. Because a student may not take IS as an 8th course, a student will be assigned to a study hall for the IS (7th class). In addition, IS will also be reflected on the student's schedule but without a period adjustment.

Independent Study is available in each academic area; however, it is not posted in the departmental areas of the **Guide**. Students interested and eligible for an IS must begin the process with a supervising teacher.

## RTI/504/Special Education Services Response to Intervention (RtI)

Federal and state laws have directed schools to focus more on helping all children learn by addressing problems earlier within the general education setting. This new process of providing interventions to students who are at risk for academic or behavioral problems is called Response to Intervention (RtI).

The RtI process at LTHS involves a problem-based review of available data and monitoring of student progress after identifying high-quality interventions matched to student needs. The information gained from the RtI process is used by school personnel and parents to adapt

instruction and to make decisions about the student's educational program. Problem-solving teams are called Student Achievement Teams (SAT) at each grade level with the assistant principal, grade level social worker, counselors, school psychologist and /or special education coordinators in attendance. Information is shared and teachers submit information to provide interventions within the general education program.

RTI plans are only for students who are not currently receiving Special Education Services through an Individual Education Plan (IEP) or Section 504 Accommodations Plan. The student and his parents will work with the SAT team to identify strengths and possible areas of for educational interventions through the Response to Intervention process.

### **Section 504 of Rehabilitation Act of 1973 American Disabilities Act**

Students who qualify for Section 504 accommodations have a physical or mental impairment which substantially limits one or more life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working; do not have a disability under the individuals with Disabilities Act (IDEA); or do not need special education services. Information is reviewed by the SAT team to identify reasonable accommodations. The counselor monitors and informs teachers of the accommodations for the Section 504 Plan.

### **Special Education Services**

The Special Education Services program at LTHS includes a broad continuum of specialized services ranging from supports in the general education classroom to special education instructional classes. The program serves students who have been identified as having one or more of the following characteristics or conditions: speech and language impairment, learning disability, behavior emotional disorder, physical impairment, visual impairment, hearing impairment, mental impairment, multiple impairments, autism, and/or traumatic brain injury.

LTHS actively seeks out and attempts to identify all students with disabilities who reside in the District. Teachers, counselors, and other professional personnel may refer for screening those students who exhibit characteristics/conditions which interfere with educational progress and/or adjustment to the educational setting. Any parent, guardian, and/or student may also request that a student be screened for a disability. Requests for a domain meeting should be made to the student's counselor. At the time of domain meeting, it will be determined if the school should complete a case study

evaluation. All private evaluations are considered in light of the school's case study. The need for special education services will be determined at a multidisciplinary conference following a case study evaluation.

Depending on a student's Individual Education Plan (IEP), modifications and/or supports for students may be provided in general education classes and/or special education instructional classes. Additionally, depending on the IEP, a student may be encouraged to and may access the broad range of courses available throughout the general education curriculum at LTHS.

### **Summer Programs**

LTHS offers a wide variety of programs each summer for incoming and current students. These range from recreational/activity programs and non-credit workshops to required, credit courses. All summer programs are tuition-based, unless otherwise advertised. Students must provide their own transportation to and from summer programs. The Program is designed to help students make-up credits, accelerate their academic progress, enrich their high school experiences, provide opportunities for developing healthy life-styles and/or pursue vocational interests. Summer Academic Programs are an extension of the most recent and previous school term/year.

Information about the **Summer Academic Program** may be found in the **Guide** beginning on p. 177. Information about the **Summer Activity Program** will be mailed to residents of LTHS District 204 in February. Both programs can be accessed and registration should be completed at [www.lths.net](http://www.lths.net).

### **Pre-High School Credit**

LTHS grants incoming freshmen high school credit for selected courses taken at a Township middle school or at LTHS prior to enrollment as a high school student. This is possible due to articulation efforts between LTHS and each Township associate district. Students and parents of incoming freshmen should consult their elementary school principals and/or district offices for specific information concerning their articulated agreements with LTHS. **Only students from schools within Lyons Township and with whom LTHS maintains articulated agreements will receive pre-high school credit.**

**\* Many organizations, summer camps, and talent development groups suggest that students can earn credit for high school through their offerings. LTHS does not accept or consider any pre-high school credit unless we have a written articulated agreement with the organization offering the educational opportunity.**



Articulated courses are found in the World Language and Mathematics departments only. Students and parents should review the requirements and information under the respective departmental sections in the **Guide**. By state law, any math course accepted by LTHS for pre-high school credit does not count towards the state graduation requirement of 3 years of mathematics. If students and parents have questions regarding pre-high school credit during the registration process, they should contact the respective division chairs.

There are rare occasions when pre-high school credit may be gained prior to 9th grade in advanced mathematics or in world language courses. In these instances, middle school students and parents begin the pre-high school enrollment process through their middle school principals' offices. A Pre-High School Student Enrollment Form must be completed and approved by the respective Division Chair for these situations.

### Network and Internet Use Policy

The use of the Network and Internet shall be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of students. The use of the Network and Internet comply with the selection criteria for instructional materials and library/media materials and is in support of education and/or research.

The use of the Network/Internet is a privilege, and general rules for its use, behavior of the student using it, and communications apply. The District's *Student and Parent/Guardian Network Access Agreement Form* outlines the appropriate uses, ethics, and protocols for Network/Internet use by students and staff. Each student and his/her parent(s)/guardian(s) must read and sign the *Agreement Form* indicating understanding and acceptance of the District's policies, procedures, and uses prior to student use. Students and parents should contact the Principal's Office or the Director of Technology for more information. A copy of the *Agreement Form* can be found on p.179 of the **Guide**.

### Academic Honesty

Lyons Township High School is committed to providing students with ample opportunities to practice and improve their learning. To this aim, the assignments given to students by the classroom teacher are designed to give each student an opportunity to demonstrate what he/she knows and is able to do. In the writing process in particular, much time and effort is given to nurturing a student's ideas and interpretations. Cheating and Plagiarism are diametrically opposed to the fundamental

goals of all of our courses. To that end, students should consider all work assigned to an individual unless the teacher specifies it differently.

**Cheating** is an attempt through fraud or collusion to gain unfair advantage for a student which undermines learning, the primary focus of our school. Cheating always involves the loss of academic integrity and inhibits the student's opportunity to learn. Therefore, any student involved in cheating will be subject to corrective action.

**Plagiarism** is the act of taking, in part or in whole, someone else's original ideas without appropriately crediting the source and presenting them as one's own. The ideas may be presented in written, visual, auditory, computational, electronic, or other forms. Plagiarism, like other kinds of cheating, sacrifices academic integrity. Students who plagiarize will be subject not only to corrective action, but also to possible legal consequences.

**Due Process:** All divisions will follow the Disciplinary Procedures Relating to Cheating and Plagiarism in the Student Handbook. If, during the process of setting up a conference to remediate the behavior, a teacher finds another instance of plagiarism prior to the completion of the steps outlined in the policy, the student will be subject to the consequence of the next offense as well.

LTHS procedures reflect the district-wide commitment to honesty, integrity, and the first class principle "we are responsible and accountable for our actions." All violations of the plagiarism and cheating procedure are **cumulative** throughout the duration of the high school experience at LTHS. Please refer to the Student Handbook for specific consequences.

### Instructional Materials and Textbooks

The LTHS Board of Education adopts all required textbooks used in its curricular and instructional programs. New titles are adopted annually at the regular Board of Education meeting after a 30 day review period. In addition, the Board has established procedures for the selection and use of textbooks and other, supplemental instructional materials and summer reading. Inspection of, objections to, and complaints about instructional textbooks and materials may be made in accordance with procedures outlined by the District. These are



available by contacting the Principal's office, the Curriculum and Instruction office, or the Superintendent's office.

The purpose of any instructional material (print, non-print, or classroom assignment) is to provide quality learning experiences for students. The following objectives have been established by the Board in the selection of all instructional materials:

- to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, maturity, and development level of the students served
- to provide materials that will stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards
- to provide background information that will enable students to make intelligent judgments in their daily lives
- to provide materials on opposing sides of controversial issues so that students may develop the practice of critical thinking and critical analysis of all media
- to provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage and its role in the modern world
- to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality to assure a comprehensive collection appropriate for the users of texts and supplementary materials
- to provide access to a current, balanced collection of reference materials, periodicals, and audio-visual materials, which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society
- to provide materials that are appropriate to the objectives of a course/lesson.

### Textbook and Course Fees

LTHS has a District Rental Plan for textbooks and instructional materials. Students pay a flat \$75 Textbook Rental Fee, and in most cases, the District provides course textbooks and instructional materials for this fee. Several courses within a student's schedule may require purchase of consumable items in addition to the Textbook Rental Fee. These consumable items vary widely in cost. Students receive and/or purchase their textbooks and materials at the beginning of each school term. District Rental Textbooks/Materials are returned to the school at the end of semester or annual courses, while consumable items for which the student paid remain his/hers to keep. Some lab courses have fees in addition to textbook/instructional material costs. In

many instances, these are noted within course descriptions. Costs for courses taken at the Technology Center of DuPage (TCD) are noted within each of its courses.

Calculators are a required component of all mathematics courses and are a natural part of many science courses. All incoming freshmen are required to have calculators. As a result, LTHS offers to incoming freshmen students only the opportunity to purchase its recommended calculators during freshmen processing and before each school day the first two weeks of classes. Please refer to p. 108 of the **Guide** for additional information.

Students may be eligible for fee waivers from course and textbook costs. Fee waivers are processed through the Assistant Principal's Office at each campus. Students and their parents should contact the appropriate office for additional information.

### Technology Center of DuPage (TCD)

LTHS is a member of a career education consortium with other DuPage County districts for the benefit of junior and senior students. TCD is located in Addison, IL. It provides capstone training in a limited number of program areas: Building and Machining, Business, Communications, Health Services, Marketing, Mechanical, Personal Services, and Technical. The typical TCD student spends a morning (periods 1-5) at TCD taking courses that earn him/her 1.5 credits per semester or 3.0 credits per year. Interested students should review TCD information under the departmental/divisional section on p.184 of the **Guide** and consult with counselors for additional assistance and applications.

### Career Information

All students participate in a career guidance curriculum in which they are provided the beginnings of on-line Career Planning. This is built upon throughout a student's four year high school experience at LTHS. Career Planning includes but is not limited to a career assessment, *Four Year Academic Plan* (p. v of the **Guide**), personal resume, and summaries of internship and career speaker experiences. Most departments have identified specific career paths/professions for which they prepare students, and may be found under each departmental section in the **Guide**. They reflect the need for students to develop a wide range of skills, in-depth knowledge, and the ability to be flexible and adaptable in a rapidly changing world.

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## LTHS & COLLEGE/UNIVERSITY DUAL/CONCURRENT CREDIT

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An increasing number of the courses offered at LT allow for students to earn credit in a variety of ways through local and national colleges and universities. The two ways students may earn college credit while taking classes at LT are articulated credit and dual or concurrent credit. Check the **Academic Program Guide** online for up-to-date articulation agreements.

**Dual Credit or Concurrent Credit** is awarded by a college or university in addition to the credit earned at LT. In order to receive dual credit, a student must complete a course at LT that has been recognized by the college or university as meeting the curricular standards of the college course. As part of the registration of the LT course, students will also register with the college or university granting dual credit. The grade earned in the LT course will also be listed on the college or university transcript. Transcribed grades may then be forwarded from the college/university granting dual credit to any subsequent college or university. In some states, dual credit is not synonymous with concurrent credit, although for LT student purposes, we may consider them as one and the same. LT offers Dual Credit through COD and Concurrent Credit through Embry Riddle Aeronautical University (ERAU).

LTHS Course	College/ University	Course	Credit
<b>DUAL or CONCURRENT CREDIT:</b>			
Teaching Internship: Elementary 1 & 2	COD	Education 1110 (Introduction to Education)	3
Principles of Aeronautical Science	ERAU	ERAU AS120 Principles of Aeronautical Science	3
Private Pilot Operations	ERAU	ERAU AS121 Private Pilot Operations	5
Keyboarding	COD	OFTI 1100	3
PC Repair & Maintenance	COD	CIT 1111 and 1112	6

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# Core Computer Standards for New Students

Knowledge	Information Processing Skills	Research and Internet Skills
<p>I. Appropriateness of application(s) to fit project/purpose (i.e., linear v. non-linear)</p> <p>II. Technology terminology/concepts</p> <ol style="list-style-type: none"> <li>Internet</li> <li>networking</li> <li>file systems</li> <li>basic equipment of hardware/software</li> </ol> <p>III. Ethics (copyright, plagiarism, citations)</p> <p>IV. School policy (purpose, consequences)</p> <p>V. Imaging - equipment</p> <p>VI. Selection of Sources</p> <ol style="list-style-type: none"> <li>credibility</li> <li>timelines</li> </ol> <p>VII. File/folder management</p> <ol style="list-style-type: none"> <li>organization</li> <li>naming</li> <li>creation/deletion</li> </ol> <p>VIII. Information (in any form) processing</p> <ol style="list-style-type: none"> <li>retrieval</li> <li>storage</li> <li>digitizing</li> <li>transforming</li> <li>scanning</li> <li>file format</li> </ol>	<p><i>GENERAL</i></p> <p>I. Folder and File Management</p> <ol style="list-style-type: none"> <li>organize files and folders</li> <li>retrieve files and folders</li> <li>store files and folders</li> <li>name files and folders</li> <li>create/delete files and folders</li> </ol> <p>II. Imaging</p> <ol style="list-style-type: none"> <li>manipulate images</li> <li>create images</li> <li>digitize images</li> <li>transform images</li> <li>differentiate file format</li> </ol> <p><i>BASIC OPERATIONS</i></p> <p>I. Keyboarding</p> <ol style="list-style-type: none"> <li>type 20 words per minute</li> <li>3 errors or less with use of backspace</li> <li>exposure to home row technique</li> </ol>	<p><i>GENERAL</i></p> <ol style="list-style-type: none"> <li>use a variety of search engines</li> <li>find credible sources and distinguish same</li> <li>properly cite sources</li> <li>use a variety of CD-ROMs</li> <li>contact webmaster for permission</li> <li>use key words in searches</li> <li>have familiarity with Boolean operators</li> </ol> <p><i>BASIC OPERATIONS</i></p> <ol style="list-style-type: none"> <li>download multimedia (e.g., pictures, sounds, movies)</li> <li>open and properly close a web-browsing application</li> <li>open a URL</li> <li>open a hyperlink or image link and return to original page</li> </ol>

# Core Computer Standards for New Students

Word Processing Skills	Spreadsheet Skills	Presentation Skills
<p><i>GENERAL</i></p> <ol style="list-style-type: none"> <li>open word processing software (Microsoft Word)</li> <li>locate and open an existing document, make modifications, and save the document</li> <li>create a new document, name the document and save it to a USB drive, hard drive, and/or network</li> <li>use help functions</li> <li>properly close the application</li> </ol> <p><i>BASIC OPERATIONS</i></p> <ol style="list-style-type: none"> <li>insert words and sentences into a document</li> <li>delete text</li> <li>use the Undo command</li> <li>insert page breaks into a document</li> <li>change margins</li> <li>use spell check</li> <li>use thesaurus</li> <li>use cut, copy and paste features</li> <li>use print preview</li> <li>print a document</li> </ol> <p><i>FORMATTING</i></p> <ol style="list-style-type: none"> <li>use Bold, Italic and Underline</li> <li>change font types and sizes</li> <li>change line spacing</li> <li>change horizontal alignment of text</li> </ol>	<p><i>GENERAL</i></p> <ol style="list-style-type: none"> <li>open spreadsheet software (Microsoft Excel)</li> <li>locate and open an existing document, make modifications, and save the document</li> <li>create a new document, name the document and save it to a USB drive, hard drive, and/or network</li> <li>use the help functions</li> <li>properly close the application</li> <li>identify different types of cursors and their functions</li> </ol> <p><i>BASIC OPERATIONS</i></p> <ol style="list-style-type: none"> <li>insert text into a cell</li> <li>change cell style and color</li> <li>insert simple formulas into a cell (“=1 + 5” or “B1 + B5”)</li> <li>cut, copy and paste between cells</li> <li>use the Undo command</li> <li>use simple cell formatting (currency formatting, date formatting)</li> <li>delete cell contents</li> <li>insert and delete rows and columns</li> <li>modify column width and row height</li> <li>understand simple cell referencing</li> <li>use spell check in a spreadsheet</li> <li>use print preview</li> <li>print a document</li> </ol> <p><i>FORMATTING</i></p> <ol style="list-style-type: none"> <li>use Bold, Italic and Underline</li> <li>change font types and sizes</li> <li>change line spacing</li> <li>change alignment of text</li> <li>make a table</li> <li>make a graph</li> </ol>	<p><i>GENERAL</i></p> <ol style="list-style-type: none"> <li>open presentation software (PowerPoint/HyperStudio)</li> <li>locate and open an existing document, make modifications, and save the document</li> <li>create a new document, name the document and save it to a USB drive, hard drive, and/or network</li> <li>use the help functions</li> <li>properly close the application</li> <li>use the Undo command</li> <li>use spell check</li> <li>use effective layout and design techniques</li> <li>use as a visual display</li> </ol> <p><i>BASIC OPERATIONS</i></p> <ol style="list-style-type: none"> <li>add text and text boxes to slides</li> <li>incorporate animation into a slide</li> <li>use sounds with animations</li> <li>import multimedia file from another source (e. g., CD ROM, Internet, network, etc.)</li> </ol> <p><i>FORMATTING</i></p> <ol style="list-style-type: none"> <li>add background color/scheme</li> <li>modify or replace theme</li> <li>change font types, sizes, and colors</li> <li>use Bold, Italic and Underline</li> <li>change line spacing</li> <li>change alignment of text</li> <li>use transitions and builds</li> </ol>

## Capstone Courses

A capstone course is a final course in a well-defined, multi-year course sequence within a department. While capstone courses are reviewed by the Administration and the Board of Education and given special consideration with regard to enrollment, LTHS does not guarantee the delivery of capstone course offerings regardless of their enrollments. The list of capstone courses below is by division and department.

### Applied Arts

#### Applied Technology

- Architectural Drafting
- Private Pilot Operations
- 3D CAD

#### Family and Consumer Sciences

- Advanced Culinary Arts
- Career and Community Partnerships II
- Chefs
- Teaching Internship-Early Childhood Option
- Teaching Internship-Elementary Option

### Fine Arts

#### Art

- Ceramics Advanced
- Drawing and Painting Advanced
- Studio Art Accel
- AP Studio Art

#### Music

- Concert Choir
- Varsity Choir
- Treble Choir
- Sinfonietta
- Symphonic Band
- Symphonic Orchestra
- Wind Ensemble

#### World Languages

- French Language (Prep/Accel)
- Advanced French Communication
- AP French Language
- German Language (Prep/Accel)
- German Communication (Prep/Accel)
- AP German Language & Culture
- Italian IV Accel
- AP Italian Language & Culture
- Latin Prose (Accel)
- Latin Poetry (Accel)
- AP Latin
- Spanish Language Accel
- Advanced Spanish Communication
- AP Spanish Language

### Global Studies

- Networking Software Solutions (MCSA)

### Language Arts

#### English

- Journalism: Newspaper Production
- English IV (Prep): all courses
- English IV (Accel): all courses
- AP English IV Rhetoric of Literature & Language
- AP English IV Literature & Composition

## Math/Science

### Mathematics

- AP Calculus BC
- AP Calculus AB
- Trig/PreCalculus (Accel)
- Trigonometry

### Science

- AP Biology\*
- AP Chemistry\*
- AP Environmental Science\*
- AP Physics C\*
- Astronomy\*
- Organic Chemistry\*
- Human Anatomy and Physiology\*

\* At least one of these courses is needed to complete a four-year science program.

### Physical Education/Health

- Dance Studies 3
- Applied Personal Fitness

### Technology Center of DuPage (TCD)

- All programs/courses. (Programs and courses are available through TCD procedures, but they are considered capstone courses at LT.)

## Course Titles and Numbers

The **Academic Program Guide** contains information for each course offered at LTHS. Information such as levels, grades offered, credits, course numbers, prerequisites, and course descriptions are included. The following should assist students and parents in understanding course information:

- Roman numerals are used to designate annual courses that are in sequence. "I" represents an annual first course, "II" represents an annual second course, etc. Latin I and Latin II are examples of annual sequence courses.
- Arabic numerals are used to designate semester courses that are in sequence. "1" represents a first semester course and "2" represents the next semester course in sequence, etc. CIW Web Development 1 & 2 are examples of semester sequence courses.
- In all other cases, descriptive course titles such as Biology (Prep) and Biology AP (Advanced Placement) are used.
- After each course title, specific information about the course is listed as follows: credit (1/2, 1, etc.); academic ability level(s) (I, II, III, IV, or V); grade offered (9, 10, 11, and/or 12); term offered (fall, spring, and/or annual); course number; and prerequisites (courses, approval, etc.). Also, where applicable, notations for credit/no credit courses (CR/NC) and duplicate credit courses (dc) appear next to credit.

Students and parent(s) should carefully review these as academic programs are developed and as registration for the following semester and year are completed. Course descriptions begin on p. 44 of the **Guide**.



# Lyons Township High School District 204 Homework Guidelines

## Homework Philosophy

Homework is a valuable learning activity performed outside of the classroom that contributes to student achievement and is an essential part of the educational process. It enhances learning by providing opportunities for practice, enrichment, and extension of classroom learning. The assignment of homework is given by the teacher and completed by the student in order to reinforce skills and/or knowledge presented during classroom instruction and is used to assess student achievement. Students at LTHS are expected to be assigned and to complete purposeful homework on a regular and timely basis. By completing homework, students develop mastery by applying what they have learned; acquire effective habits of self-discipline and time management; learn to work independently and in groups; gain a sense of personal responsibility for learning; and develop research skills such as locating, organizing, and condensing information.

## Responsibilities

Homework is a shared responsibility among the teacher, student and parents to encourage, provide and create an environment conducive to learning.

### *Teachers will...*

- ◆ assign homework that:
  - is realistic in length, duration and difficulty.
  - extends and/or reinforces learning.
  - students have the necessary resources to complete.
  - is meaningful and purposeful.
  - corresponds to course content.
  - targets students' needs, learning styles, and abilities through a wide variety of activities.
  - represents a variety of levels of understanding.
  - allows for flexibility in its completion to accommodate individual circumstances at the teacher's discretion and without sacrificing the integrity of the assignment.
  - complies with the Academic Ability Levels – Standards and Expectations as outlined in the **Academic Program Guide**.
- ◆ provide:
  - clear explanations about what is expected.
  - sufficient time for completion of assignments.
  - feedback by checking and/or grading the assignment.
- ◆ return homework in a timely manner.
- ◆ never use homework as punishment.
- ◆ communicate with both students and parents regarding any on-going homework concerns.

### *Students will...*

- be responsible for completing their assigned homework (including make-up assignments).
- take responsibility for their learning by seeking additional help when needed.
- exhibit academic honesty when completing homework assignments.
- communicate with both teacher and parents regarding any on-going homework concerns.

### *Parents will...*

- monitor homework completion.
- provide an environment conducive to studying.
- offer guidance, not answers.
- communicate with both teacher and student regarding any on-going homework concerns.

# *Student Services*

**Ms. Donna Bredrup, Division Chair**

TEL: (708) 579-6433

FAX: (708) 579-6439

EMAIL: [dbredrup@lths.net](mailto:dbredrup@lths.net)

## **Student Services Department Mission Statement**

The Student Services Department of Lyons Township High School believes that student services are an integral part of the total school's educational program. We believe that an effective program of student services is instructional in nature and includes developmental activities organized and implemented by student services personnel in collaboration with teachers, administrators, parents/guardians, and students.

An emphasis on the developmental/preventive processes of student services has led to the creation of a comprehensive guidance curriculum. Effective programs and activities are delivered by counselors, social workers, and school health personnel through the following major services:

- **Informational Service, for academics and post high school**
- **Counseling Service, for personal, social development planning**
- **Consultation Service, for home and school integration**
- **Coordination Service, for home, school, and community interactions**

The Student Services curriculum, programs, and activities at Lyons Township High School are designed to address the needs of all students by assisting them to make individually appropriate choices which promote healthy intellectual, emotional, and physical development. We believe that these programs and activities strengthen and encourage the development and clarification of the student's personal sense of uniqueness. The Student Services curriculum, programs, and activities are enhanced through continuing student and alumni assessments and ongoing professional development endeavors that are reflective of current research and practice in this field.

By pursuing this mission, we believe Student Services makes meaningful contributions to the attainment of personal and academic student success at Lyons Township High School.

## **Did You Know?**

- ...Incoming Freshman Parents can find information about the Explore Test at [ACTstudent.org/Explore](http://ACTstudent.org/Explore).
- ...Going to [lths.net](http://lths.net), clicking on Student Services, then College and Career Resources, you can find career and college links.
- ...LTHS offers test prep classes. ACT.org also offers test prep activities on-line.
- ...You can go to [planstudent.org](http://planstudent.org) for additional career information after freshmen & sophomores receive their PLAN test results.
- ...LTHS has a Student Intervention Team to provide information and referrals about substance abuse concerns.

# Student Services Department Standards

## Delivery of Student Services

*The Student Services professional staff will...*

- A. coordinate all student services to ensure effectiveness
- B. emphasize the developmental, preventive, and educational characteristics of student services
- C. assess appropriate community resources and integrate them among existing student services
- D. utilize needs assessment measures as a component of a comprehensive and effective program
- E. emphasize evaluation as a critical component of a student services program and
- F. establish identification and utilization of internal resources as critical elements of an effective student services program

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## School Counseling Service

**The counseling staff will...**

### *Academic Development*

- A. assist students to acquire the attitudes, knowledge, and skills that contribute to effective learning in school and throughout their life spans
- B. assist students to complete school with the academic preparation essential to choose from a wide range of post-secondary options
- C. assist students to understand the relationship of academics to their future

### *Career Development*

- A. assist students to acquire the skills to investigate career choices in relation to self-knowledge and current job trends
- B. assist students to understand the relationship between personal qualities, educational and training opportunities, and careers
- C. assist students to learn decision-making strategies for future career choices

### *Personal/Social Development*

- A. assist students to acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others
- B. assist students to make decisions, set goals, and take necessary action to achieve goals
- C. assist students to apply effective problem-solving and conflict resolution skills to make safe and healthy choices

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**Top 3 Hot Careers** not requiring a 4-year degree are  
Registered Nurse, Customer Service Rep and Sales Rep.

**Top 3 Jobs** requiring a College degree are General &  
Operations Managers, Teachers, and Accountants.

[careervoyages.gov](http://careervoyages.gov)

## School Social Work Service

Social workers will...

### *Direct Services*

- A. evaluate student need for social work service and make recommendations as appropriate
- B. provide both short-term and long-term individual casework to both regular and special education students
- C. provide group work services to both regular and special education students
- D. provide crisis intervention to students, parents, and staff

### *Cooperative Services*

- A. participate in conferences with teaching staff, parents, and other school specialists including counselors, school psychologists, school nurses, and school administrators
- B. coordinate and participate in multi-disciplinary staffings
- C. participate in the evaluation of students for special education placement, make recommendations as appropriate, and conduct social developmental studies
- D. provide supportive services to parents/guardians and families
- E. supervise social work interns
- F. consult with classroom teachers, counseling staff, paraprofessionals, and school administrators regarding student needs
- G. collaborate with school personnel in utilizing and providing in-school support programs for individual students

### *School-Community Relations Services*

- A. serve as a liaison between school personnel, families, and community agencies
  - B. aid in the identification of students needing community-based, preventive social services
  - C. consult with community representatives in the identification, development, and delivery of appropriate support services
  - D. collaborate with community agencies in planning and delivery of crisis intervention services
  - E. collaborate with community agencies in planning and delivering intermediate and long-term support services
- 

## School Health Service

The nursing staff will...

### *Standards of Care*

- A. collect and analyze client data to assist in determining a plan of care/action utilizing current research
- B. assist in implementing the interventions identified in the plan of care/action and evaluate client outcomes

### *Standards of Professional Performance*

- A. systematically evaluate the quality and effectiveness of school nursing practice
- B. acquire and maintain current knowledge and competency in school nursing practice
- C. collaborate with the student, family, school staff, administration, and health care providers in providing student care
- D. assist families, school staff, and administration to achieve optimal levels of wellness through appropriately designed and delivered health education



- Student Services at LTHS include the following programs and services.
- Student Assistance Program

**Counseling Services** Each student at LT is assigned to a counselor on an alphabetical basis. There are three counselors at each grade level, and these counselors move to subsequent grade levels along with their assigned students. Counselors assist students with adjustment to the high school environment, personal and social decision-making, academic program development, and career and post-high school planning. Counselors offer both group and individual counseling services and provide all students with a planned, sequential four-year guidance curriculum through their academic class structure. Grade level Student Achievement Teams (S.A.T.) consisting of counselors, social worker, assistant principal, nurse, and psychologist meet weekly to review student progress and coordinate/recommend support services. There are also student support counselors at each campus. The SAT provides progress monitoring for Response to Intervention.

All students are exposed to a four-year sequence of group guidance activities characterized by the following themes: Self Awareness, Career Awareness, Career Exploration, Career Planning, and Placement. Counselor activities support state social-emotional learning standards.

**Social Work Services** School social workers play an important role in the delivery of a comprehensive program of Student Services to the LTHS student and parent community. The goal of social work services is to help students become aware of and manage their emotional lives in order to facilitate the learning process. LT's school social workers strive to meet this goal by providing

- individual and group counseling
- crisis management services
- classroom and parent presentations
- assessments for special education services
- faculty, staff, and parent consultation

The areas of attention and issues addressed by LT's social workers include the following: developing reflecting skills, self-advocacy, interpersonal relationships, group relationships, responsibility and decision-making, wellness, adolescent development, and life transitions.

LT social workers are also involved in prevention programs in the mainstream of our educational program. Social workers help facilitate such leadership programs as Peer Leaders, and minority student achievement programs groups. Our social workers are responsible for directing our grade level Student Achievement Teams, which are composed of counselors, nurses, and administrators, who meet on a weekly basis to address student needs. In addition, LT's social work staff provides consultation to parents and teachers as well as referral

to community mental health personnel in the areas of problem-solving, communication skills, and leadership development.

Parents who have specific concerns may make direct contact with school social workers through the Student Services office at both campuses. School personnel and students may also request services as needed and appropriate.

**College/Career Center** LTHS provides a comprehensive college and career planning service supervised and coordinated by the College/Career Coordinator. The College/Career Center is available for student use at North Campus providing student access to many up-to-date resources, both print and electronic, useful in planning and researching post-high school career and educational experiences. The College/Career Center also arranges for college admissions representatives and career speakers to visit LTHS to speak to interested students.

Classroom teachers are encouraged to bring in career speakers to speak to students about a variety of careers. Counselors encourage student career exploration through the group guidance program by identifying ways to use the web for career planning and college searching. Parent programs are presented at all grade levels to assist parents during high school and with the post high school planning process.

**Health Services** Lyons Township High School maintains a Health Office at each campus, staffed by a full-time school nurse and supported by an on-call physician. This office is responsible for maintaining all student health records, providing basic first aid care for students, and for providing consultation to students and parents regarding health-related issues and concerns. School nurses also conduct hearing and vision screening of all students with special education needs and transfer students entering grades 10-12. Vision screening is only a screening, not a substitute for a professional eye exam.

**Student Assistance Program** The Student Assistance Program (S.A.P.) provides educational, prevention, and intervention services on an individual and group basis to all students. The S.A.P. is directed by a full-time coordinator and supported by students and teachers. Among other services, the S.A.P. assists the Snowball coordinator with two Operation Snowball weekends each year, a peer mediation program for students, Student Intervention Teams (SIT) at each campus, with Parent University, Alternative to Suspension Program, and Red Ribbon Week activities.

# *Technology Services*

**Mr. Edward Tennant, Director of Technology**  
TEL: NC (708) 579-6473  
FAX: (708) 579-6491  
EMAIL: etennant@lths.net

**Technology Division Philosophy**

Lyons Township High School District 204 recognizes that in today’s world and for the foreseeable future, technology can be viewed as both a means and an end within an educational setting. As a means, it is a tool to accelerate teaching, learning, and working, enrich our experiences and augment our opportunities. As an end, we must learn how to use various technologies in order for us to be more effective, efficient, and creative, as well as ethical users of technology.

Through technology, Lyons Township High School provides access for students and staff to resources from around the world. Instructional and administrative technologies take students and staff beyond the confines of campuses thereby expanding the reach of the classroom; providing opportunities for enhancing, extending, and rethinking the teaching/learning process; and technology assists in preparing each student to be a technologically responsible and literate citizen.

**Technology Services**

Instructional Technology	Administrative Technology
<ul style="list-style-type: none"><li>• Technical Support</li><li>• 7 Networked Business Labs</li><li>• 4 Networked Discovery Center Labs</li><li>• 2 Networked Graphic Labs</li><li>• 1 Networked Aviation Simulator Lab</li><li>• 6 Networked Library Labs</li><li>• 3 Networked Vocational Lab</li><li>• 25 Networked Science Labs</li><li>• 1 Networked Music Lab</li><li>• 4 Networked Publications Labs</li><li>• 6 Mobile PC Labs</li><li>• 2 Networked PE/Tri-Fit Labs</li><li>• 2 Networked Labs for Alternative Program</li><li>• Infinite Campus Portal</li><li>• Teacher Websites</li><li>• Microsoft Office 365 Services</li><li>• Internet access via the Western Springs Municipal and Educational Consortium</li></ul>	<ul style="list-style-type: none"><li>• VMware Virtualized Data Centers</li><li>• Dell EqualLogic Data Arrays</li><li>• MS Exchange (email &amp; calendaring)</li><li>• Nortel Networks PBX</li><li>• Voicemail</li><li>• Technical Support</li><li>• Infinite Campus Student Information System</li><li>• Human Resource Information System</li><li>• Financial Information System</li><li>• Networked IBMiSeries (AS/400)</li></ul>



# Standards for Student Learning with Technology

Lyons Township High School has established Standards for Student Learning with Technology through a collaborative process that involved its students, faculty/staff, parents, and the community. These technology standards have been developed in order to set levels of student understanding and proficiency of technology and to provide departments and divisions a guide by which to incorporate technology into their programs, courses, and instruction. There are eight general technology standards, and each standard has additional specific standards which are available upon request. Finally, these standards have been posted in each computer lab within the District's facilities as well as in each classroom.

<b>Standard I</b>	Students will recognize the importance of information to a democratic society.
<b>Standard II</b>	Students will practice ethical behavior with regard to information and information technology.
<b>Standard III</b>	Students will participate effectively in groups to pursue and generate information.
<b>Standard IV</b>	Students will pursue information related to personal interests.
<b>Standard V</b>	Students will access information efficiently and effectively.
<b>Standard VI</b>	Students will evaluate information critically and competently.
<b>Standard VII</b>	Students will use information effectively and creatively.
<b>Standard VIII</b>	Students will use technology to create and deliver information for a variety of audiences and a variety of purposes.

### Business Labs

Seven labs, most with more than 30 computers each, are located across the two campuses. The Business labs' computers are used to directly support teaching students the skills necessary to succeed in a technology rich world. For example, they are used for keyboarding, accounting business practices (such as spreadsheets and databases), application programming, web development, server and network architecture knowledge. Microsoft products are the core of the Business Education program's suite of applications, though experiences with a variety of tools and technologies ensure LT students a well-rounded and relevant curriculum.

### Graphics Labs

Each campus boasts two labs used for graphics applications. Each lab is used by teachers and students scheduled in art, graphics, design and drafting classes. All have access to a comprehensive set of graphics tools, such as color printers / plotters, digital cameras, scanners and software, including the Adobe Master Suite Collection of applications.

### Discovery Center Labs

Each campus has two networked labs of 32 computers in its Discovery Center (DC). Each lab is outfitted with color and monochrome printers, scanners, and projectors. The DCs are open to all classes and have very heavy usage. In fact, a visit to either DC may find an English class working on a term paper in one lab, while a science class is taking an online test in the other. Each DC is staffed with a coordinator who provides support to teachers in planning and delivering lessons using the technology in the labs, as well as serving as the tech support contact for students and parents needing assistance with any of LT's technologies, including the Infinite Campus Portal, Office 365 Services and accessing the LT network. Each DC is also staffed with a paraeducator who aides the DC Coordinator with the operation of the labs and provides direct assistance to students working there. In addition to the two large labs, there is a center area in each DC, outfitted with additional computers, that is reserved for individualized peer tutoring, teacher work, and students from study halls.

### Libraries

Each campus has a library with 3 computer lab areas, as well as non-lab computers for general use. In addition to access to Internet-based resources, each library has access to an electronic catalog of the district's book collections, as well as magazines, newspapers and a collection of scholarly research databases to which LT subscribes.

### Classroom Computers

In addition to the lab facilities, instructional computers are in every classroom at LT. Classroom computers are used for writing, drawing, as well as applied technology projects by students and staff. While nearly 75% of LT's teachers participate in the Teacher Tablet PC Program, the computers in the classrooms are also used by the faculty to present curricular materials and guide learning experience. For those not in the Tablet program, these computers provide access for teachers to the Infinite Campus grade books, attendance system and Messenger utilities.

There are also 25 science labs that focus on physics, biology and chemistry with computers at each lab station.

### Administrative Technology

Offices throughout both campuses have access to technology for tracking student and staff information, budgeting, purchasing and payroll. The office computers are networked throughout both campuses to allow for clear lines of communication.

### Internet

LTHS has access to the Internet via the Western Springs Municipal and Educational Consortium. Each campus also has a complex system of main and intermediate distribution wiring centers that provide high speed access to every classroom, lab, and administrative office. The two campuses are connected via redundant links, which consist of one high speed FCC-licensed microwave link and telco-cabled link. This network provides student and staff access to real-time and up-to-the-minute experts, information, pictures, sounds, and news from literally from around the world. Research databases and full text articles are readily available.

LT has a significant web presence. With pages dedicated to providing information about the District, school, and our academic, athletic, co-curricular and community programs, the LTHS website averages more than 65,000 visits each month from students, families, staff, the community and across the world. Beyond the website, LT provides students and parents with up-to-date information related to students' progress via the Infinite Campus Portal.

### Extra Help

The Discovery Centers and some of the other labs are open before and after school hours, so students and staff have the opportunity to access technology when it is most convenient. The South Campus DC is also available on Thursday evenings, when school is in session, to provide access and assistance to students and parents.

### Staff Development Program

LT is always looking for new and better ways to ensure that the staff maintains a particular level of technical abilities. Two staff development centers were created to meet this need head on. These labs allow teachers to enhance their technology skills, more deeply embed technology into their curricula and instructional practices, and to experiment with software/hardware. These professional learning labs are supported by seven part-time staff developers / Technology Enriched Curriculum (TEC) coaches.



# *Academic Support Programs*

Lyons Township High School District 204 provides support by offering a wide array of academic programs and services because it recognizes that there are many different types of learners. Alternative programs enhance the traditional academic course offerings, and in many instances, provide real-life experiences for students that supplement work in the classroom. Support programs are those that provide students additional assistance with their academic work.

## Alternative Program

Contact: • Ms. Donna Bredrup  
Student Services Division Chair  
(707) 579-6433

The Alternative Program will provide students an alternate pathway to success and opportunities for personal, academic and social growth that will lead to earning credits toward graduation.

The Alternative Program is a minimum one semester program designed to help students gain strategies to function successfully in the regular education environment. In addition to a number of core academic course offerings, students participate in a Skills for Success class while enrolled in the Alternative Program. Students who are deficient in credits may access on-line educational courses with the approval of the administration.

The admission process includes application to the Alternative Program and an interview of the prospective student and parents following review of teacher, counselor, social worker, and administrator observations of student academic performance, attendance patterns, and behavioral history.

## Skills for Success

Credit: 1 (general elective)	Level: III
Grade Offered: 9, 10	Annual AL0976
	AL0977
11, 12	Annual AL0971
	AL0972
Prerequisite:	Student must be enrolled in the LTHS Alternative Program

The Skills for Success provides Alternative Program students with specific strategies that promote student success in academic and life skills.

## Career Ready

Credit 1/2	Level: III
Grade Offered 11, 12	Fall AL0931
	Spring AL0932

Prerequisite: Concurrent enrollment in Skills for Success

This course offers an integrated approach to exploring careers and their skill requirements, building workplace skills using KeyTrain®, and creating life-literacy with such skills as financial awareness, career exploration, resume writing, interviewing skills, and job search skills. Soft skills associated with interpersonal relationships, customer service, and work habits are also developed. A benefit for students who satisfactorily complete the program can lead to a National Career Readiness Certificate (NCRC) which is the national standard in certifying workplace skills. The NCRC is requested by many employers and the Certificate allows individuals to demonstrate their level of skill in the most common skills required for success in the workplace. Have the Certificate provides real credentials to present for high school or post-high school employment and career pursuits. The program incorporates self-paced lessons and instructor-led lessons. Knowledge of interests, abilities, and career clusters can bring focus to a student's post high school plans.

This course is awarded as a practical arts credit.

## Inter-Disciplinary Workshop (IDW)

Credit: 1  
Grade Offered: 11

Level: III  
Annual AL0771  
AL0772

Prerequisite:

- Must be enrolled in at least two of the following: English III (Prep), U.S. History (Prep), American Studies (Prep), a mathematics course, and a science course.
- Recommendation from previous year's English, math, science, and/or World History teachers.
- All applicants will be reviewed by the Student Achievement Team to affirm appropriateness of enrollment.

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IDW is designed for students who need extra help in order to succeed in English III (Prep), U.S. History (Prep), American Studies (Prep), math, or science courses. It is a skills-building/reinforcing program for students who had success with academic support programs at South Campus, or for those who have academic challenges in core courses such as English, math, science, and social studies. Students in this class are expected to work independently on history, English, math, and/or science assignments, integrated assignments, and ACT preparation. Weekly writing tutorials are also part of the curriculum. Students enrolled in IDW need to demonstrate a willingness to participate in the program and display a constant effort to achieve. An IDW contract must be signed by both students and their parents/guardians prior to participation in this course. IDW is awarded as a general elective credit.

**Aeronautics**

Aviation  
Careers in Aviation  
Principles of Aeronautical Science  
Introduction to Space Flight  
Private Pilot Operations

**Architecture**

CAD (Drafting)  
3D CAD  
Architectural CAD

**Automotive**

Small Engines/Power  
Advanced Small Engine Performance  
Automotive Service & Diagnostics  
Car Care Essentials

**Engineering**

Engineering and Invention 1  
3D CAD  
Engineering and Invention 2

**Furniture Making**

Introduction to Furniture Making  
Furniture & Cabinet Making I & II

**General Electives**

Technology Concepts  
Home Maintenance and Repair  
Industrial & Related Occupations I & II  
Career Internship

**TCD Connections**

Pre-Architectural/Pre-Engineering  
Landscape & Design  
Construction Trades  
Auto Body Repair & Refinishing  
Automotive Technology

# *Applied Technology*

**Mr. Jason Hlavacs, Division Chair**

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**Applied Arts Division Philosophy**

The Applied Arts Division mission is to develop students that are life-long learners through their engagement in the integration and application of multiple curricular areas. The Division offers diverse learning opportunities for all students and prepares students through its 3 departments to make life decisions in education, career, family, leisure, and life skills.

**Applied Technology Department Philosophy**

The Applied Technology Department empowers the student to understand, utilize, and apply comprehensive technology skills that exist in higher education and the workplace. The department assists the student in the development of teamwork, analytical, and problem solving skills. The development of leadership abilities is present throughout the curriculum. The department fosters creativity, independence, self-reliance, and self-sufficiency through comprehensive, progressive programming.

Programs	South Campus	North Campus
Communications →	Technology Concepts CAD (Drafting) Architectural CAD	CAD (Drafting) 3D CAD Architectural CAD
Construction →	Introduction to Furniture Making Furniture & Cabinet Making I, II	Home Maintenance & Repair Introduction to Furniture Making Furniture & Cabinet Making I, II
Manufacturing →	CAD (Drafting) Engineering & Invention 1	CAD (Drafting) Engineering & Invention 1, 2 3D CAD
Transportation →	Aviation Careers in Aviation Small Engines/Power Advanced Small Engine Performance Principles of Aeronautical Science	Car Care Essentials Automotive Service & Diagnostics Automotive Service & Diagnostics Introduction to Space Flight Principles of Aero Science Private Pilot Operations
Career Development →		Industrial & Related Occupations I, II

**Suggested Course Sequencing** (Please read descriptions for content and prerequisites)

<b>Aeronautics</b>	Aviation - Careers In Aviation - Principles of Aeronautical Science - Introduction to Space Flight Private Pilot Operations
<b>Architecture</b>	CAD (Drafting) - 3D CAD - Architectural CAD
<b>Automotive</b>	Small Engines/Power - Advanced Small Engine Performance - Car Care Essentials - Automotive Service & Diagnostics
<b>Engineering</b>	Engineering and Invention 1 - 3D CAD - Engineering and Invention 2
<b>Furniture Making</b>	Introduction to Furniture Making - Furniture & Cabinet Making I & II
<b>General Electives</b>	Technology Concepts - Home Maintenance and Repair - Industrial & Related Occupations I & II
<b>TCD Connections</b>	Pre-Architectural/Pre-Engineering - Landscape & Design - Construction Trades Auto Body Repair & Refinishing - Automotive Technology



# Applied Technology Department Standards

*The Applied Technology Department has established standards based on resources gathered from national and state professional organizations in the fields of technology, technology education, engineering, science and math, and career development. There are nine general standards as indicated below. Each general standard is supported by specific student learning standards that are available upon request. Specific course standards have been developed to support the general standards and these are distributed to students at the beginning of each semester, or annual course.*

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## **Students within Applied Technology will be able to....**

1. select/use appropriate technological instruments/tools and formulas to solve problems, interpret results, and communicate findings.
2. accept opportunities to develop expertise, experience, and emotional intelligence for transferable employability skills in relation to individual, career, and community roles and responsibilities.
3. develop skills, strategies, expertise, experience, and emotional intelligence for career exploration and transferability skills in relation to the career clusters of technology, transportation, communication, and manufacturing.
4. analyze the internal and external factors that influence individual, work teams, and commercial enterprises.
5. develop and apply strategies to manage conflict and stress in individual and team situations.
6. recognize and be able to demonstrate effective verbal and non-verbal communication skills.
7. evaluate decisions in relation to available resources and options.
8. demonstrate leadership skills and abilities reflecting democratic ideals at school, in the workplace, and in the community.
9. promote optimal growth, development, and learning of self, family, community, and others as a life-long activity.



# ARCHITECTURE

## CAD (Drafting)

Credit: 1/2 (cr/nc)	Level: III or IV
Grade Offered: 9, 10	Fall AT5536
	Spring AT5537
11, 12	Fall AT5531
	Spring AT5532
Prerequisite: None	

Drafting is a valuable part of our global society. It sometimes referred to as the “universal language.” This course is an excellent choice for those students wishing to explore the field of drafting, planning a career in engineering, architecture, construction, interior design or other related fields. CAD (Drafting) projects include: learning the AutoCAD software, multi-view drawing, dimension drawings, section drawings, and isometric drawings.

## 3D CAD

Credit: 1/2 (cr/nc)	Level: IV
Grade offered: 11, 12	Fall AT8531
	Spring AT8532
Prerequisite: CAD (Drafting)	

This course studies three-dimensional (3D) CAD techniques and applications with emphasis on increasing productivity in the creation and editing of 3D models using AutoDesk Inventor software. Focuses on the nature of solid modeling as contrasted with traditional two-dimensional techniques emphasizing mechanical applications. Includes development and editing of solid entities, wireframe modeling, surfacing, shading, 3D primitives of solids, plotting 3D models on the 3D printer, and generating solids that aid in 3D construction models in manufacturing situations.

## Architectural Drafting (CAD)

Credit: 1 (cr/nc)	Level: IV
Grade Offered: 10	Annual AT9216
	AT9217
11, 12	Annual AT9211
	AT9212
Prerequisite: CAD (Drafting)	

Students in this course will be creating architectural models in a virtual 3D environment. Full colored renderings, applying building materials as well as computer generated walkthroughs of buildings are all covered in this course. The AutoCAD Architecture and Autodesk Revit software is the primary tool used for virtual modeling. Students will plot out 3D drawings using an industry standard plotter. The course covers common

residential construction materials, components, and systems as related to wood frame structures. Students will produce a professional set of presentation and construction drawings of a residential structure. After the design drawing is complete the student will create a scaled building as a prototype to present to the customer.

# AUTOMOTIVE

## Small Engines

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall AT6226
	Spring AT6227
Prerequisite: None	

Small Engines is the first class that is taken on the road to become a qualified and respected automotive technician. The course introduces the small engine and uses it to demonstrate in depth concepts such as 2 and 4 stroke theory, combustion, thermodynamics, torque, and touches on alternative fuel sources such as air, solar, bio-fuel, E85, electric, and hybrids. Students will learn diagnostic procedures to resolve common issues and become proficient in the disassembly and reassembly of the 2 and 4 stroke horizontal and vertical small engine.

## Advanced Small Engine Performance

Credit: 1/2	Level: IV
Grade Offered: 10	Fall AT6336
	Spring AT6337
11, 12	Fall AT6331
	Spring AT6332
Prerequisite: Small Engines/Power	

Ever wonder what it would be like to take a small engine and double its horsepower? This class emphasizes the performance aspect of the small engine. Students will perform a detailed analysis of a small engine using a dynamometer to measure its overall performance; including horsepower, torque, intake/exhaust temperatures, timing, air/fuel ratios, and more. Students will then disassemble the small engine and create their own customized racing engine using performance parts like big bore cylinder kits, lightened flywheels, Mikuni carburetors, MSD ignitions, forged piston/rods, cams, and even nitrous (NOS). Then it's back to the dynamometer where students will retest their new performance engine. Students will then return the engine to its original form and test for proper operation.

## Car Care Essentials

Credit: 1/2 (cr/nc) Level: IV  
Grade Offered: 11, 12 Fall AT5911  
Spring AT5912  
Prerequisite: None

Don't leave home without it! This course will teach the necessary skills in basic car care, preventative maintenance, and road-side safety. Students will learn how to maximize the life of his/her vehicle while saving money and becoming a self-sufficient automotive technician. Students will have the opportunity to work on live vehicle repairs after covering units such as, vehicle history, vehicle ID methods, under hood checks, lubrication and cooling systems, tires, brakes, steering and suspension, purchasing used vehicles, and detailing an automobile. This course is the foundation of the automotive program.

## Automotive Service & Diagnostics

Credit: 1 (cr/nc) Level: IV  
Grade Offered: 11, 12 Annual AT5311  
AT5312  
Prerequisite: Recommended Car Care Essentials

Automotive Technology is the capstone course of the Automotive Program. Special emphasis will be on diagnostic procedures. Students will become proficient using equipment such as scan tools, digital oscilloscopes, emissions gas analyzers, and digital multi-meters. Students will have the opportunity to complete live lab work on a variety of vehicles/manufactures, communicate as a service consultant with the vehicles respective owners, set up appointments, and manage lab teams. Students will disassemble and reassemble a variety of automotive engines and will test them for proper operation. Finally, students will learn skills such as welding, fabrication, and different design techniques to create custom projects such as mini choppers, go-karts, cooler karts and more. The sky is the limit.

## ENGINEERING

### Engineering and Invention 1

Credit: 1/2 (cr/nc) Level: III or IV  
Grade Offered: 9, 10 Fall AT5546  
11,12 Spring AT5547  
Fall AT5541  
Spring AT5542  
Prerequisite: None

This is a course for the student who wants to explore engineering as a career. This course uses STEM (Science, Technology, Engineering, Mathematics) project based assignments. Problem solving is utilized to overcome problems of design, development, production, and the testing of a product. Topics covered could include but not limited to; mechanical, structural, electricity, hydraulics, magnetism, and CNC programming. Students will use a variety of softwares to design, test, and analyze problems. Students will work in design teams and present their finds to the class in various applications.

### Engineering and Invention 2

Credit: 1/2 (cr/nc) (dc) Level: IV  
Grade Offered: 11, 12 Fall AT6411  
Spring AT6412

Prerequisite: Algebra I (Accel) or higher, or concurrent enrollment in Algebra I (Accel) or higher  
Engineering and Invention 1, Principles of Aeronautical Science or Division Chair approval

This is a continuing course of Engineering 1. Still using STEM (Science, Technology, Engineering, Mathematics) project based assignments. Problem solving is utilized to overcome problems of design, development, production, and the testing of a product. Topics covered could include but not limited to; mechanical, structural, pneumatics, vacuum forming, robotics, and materials. Students will use a variety of softwares to design, test, and analyze problems. Students will work in design teams and present their finds to the class in various applications.

## FURNITURE MAKING

### Introduction to Furniture Making

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall AT5716
	Spring AT5717
11, 12	Fall AT5711
	Spring AT5712
Prerequisite: None	

This course has been designed to introduce the student to the safe operation of industrial machinery, power tools, and hand tools by making a custom piece of furniture. This course gives the student a basic understanding of how to use each of these items in order to make furniture. It will begin with an in-depth study of the machinery and power tools used in this industry with a major influence of how they work, and most importantly, how to use them in a safe and productive manner to produce furniture. Each student will then have an opportunity to custom-make a beginning level piece of furniture that he/she will bring home at the end of the semester. **Students will be responsible for lumber and hardware fees of \$45.00.**

### Furniture/Cabinet Making I

Credit: 1 (cr/nc)	Level: IV
Grade Offered: 9, 10	Annual AT5846
	AT5847
11, 12	Annual AT5821
	AT5822
Prerequisite: None	

This course will allow the student to study furniture making by using hand tools, power tools, and industrial machinery. During this year-long course, students will be given the opportunity to make a four-piece, solid hardwood living room set that will include two end tables with drawer boxes, one coffee table, and an optional sofa table with a drawer box. Choices of woods are red oak, quartered red oak, white oak, quartered white oak, ash, cherry, walnut, maple, and mahogany. Students will be responsible for lumber and hardware fees.

### Furniture/Cabinet Making II

Credit: 1 (cr/nc) (dc)	Level: IV
Grade Offered: 10	Annual AT5856
	AT5867
11, 12	Annual AT5851
	AT5852
Prerequisite: Furniture and Cabinet Making I	

This course is the next course in this series and has been designed to allow the student to continue to study advanced furniture and cabinetry skills. Students will build on the previous year's knowledge base by being given the opportunity to make a solid wood computer table/writing

desk with a pullout keyboard or dovetailed drawer boxes. If you are taking the course for duplicate credit you will make a small entertainment center by using veneered plywood, solid wood face frames, dovetailed drawer boxes, raised paneled drawer fronts, crown moldings, and solid raised paneled doors. Choices of woods are red oak, quartered red oak, white oak, quartered white oak, ash, cherry, walnut, maple, and mahogany. Students will be responsible for lumber and hardware fees.

## GENERAL ELECTIVES

### Technology Concepts

Credit: 1/2 (cr/nc)	Level: III or IV
Grade Offered: 9, 10	Fall AT4726
	Spring AT4727
Prerequisite: None	

Learn what Applied Technology is all about! Through hands-on activities and computer programs, students will learn about the occupational areas of communications, energy production, and transportation. Projects will be created using applied physics, CAD (computer aided drafting), electronics, and manufacturing. This semester course will introduce you to other Applied Technology courses that are available.

### Home Maintenance and Repair

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall AT5221
	Spring AT5222
Prerequisite: None	

This course is for students who wish to learn the basic skills in maintaining a home. Students learn how to repair or upgrade the electrical service, basic framing construction, drywall installation and repair, trim techniques, painting, installation of ceramic tile and glazing materials, window repair, and basic plumbing.

### Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered: 11, 12	Fall AT5571
	Spring AT5572
	Summer AT5558 or AT5559

This course is designed for the student who is seeking work experience in an area that they wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their





own transportation to and from the work place. This course may be taken for duplicate credit. It is the sole discretion of each department team to recommend the student for a work internship. Application does not guarantee admission.

### Industrial and Related Occupations I

Credit: 2 (cr/nc classroom only)	Level: III
Grade Offered: 11, 12	Annual AT4311
	AT4312
	Annual AT4411
	AT4412
<i>Work Experience students must enroll in both classroom and work experience.</i>	
Prerequisite: 16 years old and approval of parents, counselor, and course coordinator	

This course, commonly called I.R.O., is designed for students who wish to obtain experience in the world of work prior to graduation from high school with the purpose of enabling the student to make a better career choice after high school. The experience must be industrial-occupation oriented. It gives students an opportunity to use skills obtained from courses that they have been taking in high school. The main objective is to develop in each student

the abilities, attitudes, and skills necessary to assure a more successful transfer from school oriented activities to adult living. Students and parents are also required to sign a “Student Agreement and Training Memorandum” in which the guidelines are reviewed. See p. 71 for guidelines.

### Industrial and Related Occupations II

Credit: 2 (cr/nc classroom only)	Level: III
Grade Offered: 12	Annual AT4321
	AT4322
	Annual AT4421
	AT4422
<i>Work Experience students must enroll in both classroom and work experience.</i>	
Prerequisite: Industrial and Related Occupations I	

This course is an extension if I.R.O.I. Students are expected to continue obtaining experience in the world of work within the community. Different occupations may be tried, if desired. The classroom instruction is individualized to meet each student’s personal needs. Experience on the job must be industrial-occupation oriented. Students and parents are also required to sign a “Student Agreement and Training Memorandum” in which the guidelines are reviewed. See p.71 for guidelines.

## Have you ever considered a career in?

#### Drafting Careers

Architect	Drafts person
Building trades	Engineer
C.A.D. Operator	Sales of manufactured products

#### Building Trades Careers

Carpenter	Painter
Electrician	Plasterer/drywaller
Heating & air conditioning installer	Plumber

#### Metalworking Careers

Computerized machine operator	Metal fabrication
Machinist	Sales of any manufactured product
Mechanical & industrial engineer	Tool and die maker

#### Transportation Careers

Aerospace electronics	Parts specialist
Auto mechanic	Parts and service manager
Aviation electronics	Sales
Aviation mechanic	Service manager
Brake specialist	Service station attendant
Commercial pilot	Service writer
Diagnostic technician	Shop supervisor
Electrical specialist	Small engine mechanic
Engineers/technicians	Transmission specialist
Front end specialist	Tune-up specialist

#### Woodworking Careers

Building Construction	Model maker
Cabinetmaker	Sales
Carpenter	Sample body-maker
Form builder	Wood pattern-maker
Millwright	

#### Courses

Architectural Drafting (CAD)  
CAD (Drafting)  
Engineering & Invention 1 & 2  
Technology Concepts

#### Courses

Furniture/Cabinet Making I & II  
Introduction to Furniture Making  
Home Maintenance and Repair

#### Courses

Technology Concepts

#### Courses

Private Pilot Operations  
Auto Maintenance  
Automotive Technology  
Aviation  
Principles of Aero Science  
Small Engines/Power  
Technology Concepts  
Careers in Aviation  
Intro to Space Flight

#### Courses

Furniture/Cabinet Making I & II  
Introduction to Furniture Making  
Home Maintenance and Repair  
Technology Concepts

# Applied Technology Classes

*When choosing Annual Courses, you will need the first and second semester codes.*

## Freshman Courses

### Annual

AT5846/7 Furniture / Cabinetmaking I

### Fall Only

AT5156 Aviation  
AT5536 CAD (Drafting)  
AT5546 Eng & Invention 1 CAD  
AT5716 Intro Furniture Making  
AT6226 Small Engines /Power  
AT4726 Technology Concepts Eng

### Spring Only

AT3127 Careers in Aviation  
AT5537 CAD (Drafting)  
AT5547 Eng & Invention 1 CAD  
AT5717 Intro Furniture Making  
AT6227 Small Engines /Power  
AT4727 Technology Concepts

## Sophomore Courses

### Annual

AT9216/7 Architectural Drafting (CAD)  
AT5846/7 Furniture / Cabinetmaking I  
AT5856/7 Furniture / Cabinetmaking II

### Fall Only

AT5156 Aviation  
AT5216 Principles of Aeronautical Science (AS120)  
AT5536 CAD Drafting  
AT5546 Eng & Invention 1  
AT5716 Intro Furniture Making  
AT6226 Small Engines /Power  
AT4726 Technology Concepts

### Spring Only

AT5217 Principles of Aeronautical Science (AS120)  
AT3127 Careers in Aviation  
AT5537 CAD Drafting  
AT5547 Eng & Invention 1  
AT5717 Intro Furniture Making  
AT6227 Small Engines /Power  
AT4727 Technology Concepts

## Junior and Senior Courses

### Annual

AT3361/2 Private Pilot Operations  
AT9211/2 Architectural Drafting (CAD)  
AT5311/2 Automotive Service & Diagnostics  
AT5821/2 Furniture / Cabinetmaking I  
AT5851/2 Furniture / Cabinetmaking II  
AT4311/2 Industrial & Related Occupations I  
AT4321/2 Industrial & Related Occupations II  
AT4411/2 Work Exp IRO 1  
AT4421/2 Work Exp IRO 2

### Fall Only

AT5211 Principles of Aeronautical Science (AS120)  
AT3221 Intro Space & Flight SP110  
AT5911 Car Care Essentials  
AT5531 CAD Drafting  
AT5541 Eng & Invention 1  
AT8531 3-D CAD  
AT6411 Engineering & Invention 2 (EGR101)  
AT5711 Intro Furniture Making  
AT5221 Home Maintenance and Repair  
AT6331 Adv. Small Engine Performance

### Spring Only

AT5212 Principles of Aeronautical Science (AS120)  
AT3222 Intro Space & Flight SP110  
AT5912 Car Care Essentials  
AT5532 CAD Drafting  
AT5542 Eng & Invention 1  
AT8532 3-D CAD  
AT6412 Engineering & Invention 2  
AT5712 Intro Furniture Making  
AT5222 Home Maintenance and Repair  
AT6332 Adv. Small Engine Performance

### Fall or Spring

AT5571/2 Career Internship

AP Art History  
Ceramics - Beginning/Intermediate/Advanced  
Digital Photo Art  
Drawing & Painting - Beginning/Intermediate/Advanced  
Animation  
Graphic Design  
Jewelry & Metalsmithing - Beginning/Intermediate  
Photography/Advanced  
AP Studio Art/Studio Art Accel  
Career Internship Program

***Art***

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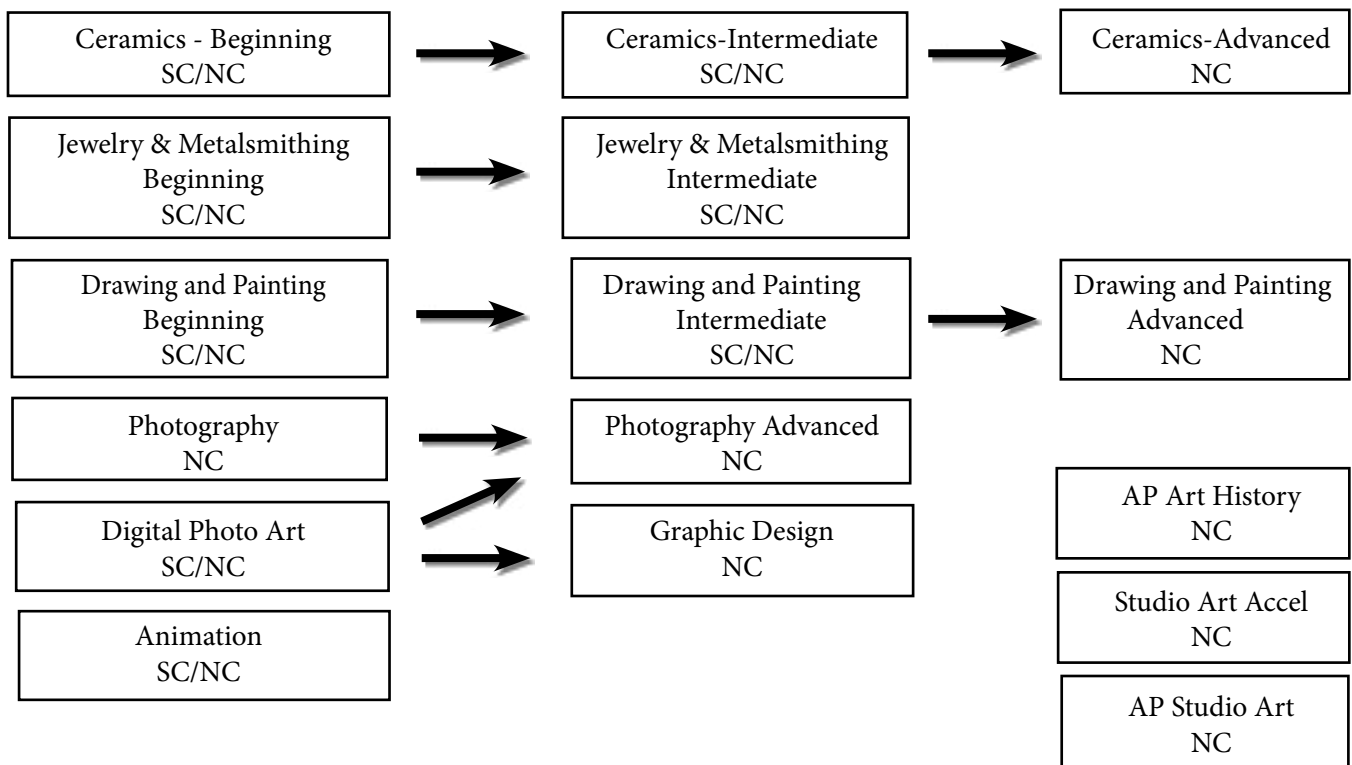
## Fine Arts Division Philosophy

The departments of the Fine Arts Division include Art, Music, and World Languages. All focus on the need for individual expression and communication with others. Each area nurtures the internal development of creativity, intuition, reasoning, and imagination and offers a unique means by which thoughts and feelings can be conveyed to familiar and foreign societies. It is the belief of the Division that, through these timeless disciplines, students will come to appreciate civilizations past and to contribute to the future advancement of the individual and society.

## Art Department Philosophy

Focusing on production, aesthetic understanding, art criticism, art history, and communication skills, students will experience a variety of media and materials with which they can creatively express their thoughts and feelings. Such creation will enrich students' life experiences.

## Course Sequences



# Art Department Standards

## Standard I

### Studio Art Skills

- A. Students will apply the elements and principles of design in the creation of works of art.
- B. Students will work with a variety of tools, materials, processes, and technology necessary to creating works of art.
- C. Students will be prompted and encouraged to explore the production of art in a creative, communicative, and expressive manner.
- D. Students will learn to create art in a responsible manner.

## Standard II

### Art Criticism

Students will learn the skills and appropriate vocabulary for discussing a work of art in terms of its positive and negative qualities and its overall effectiveness on a formal and conceptual level.

## Standard III

### Aesthetic Education

Students will be introduced to the concept of aesthetic values and will consider these values in regards to their personal work and the work of others.

## Standard IV

### Art History

Students will learn about significant artists and artworks in regards to how they relate to concepts and skills that they are practicing in the studio.

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## Art and Advanced Placement (AP) Examinations

- Students interested in AP Studio Art should carefully plan their schedules in their freshman and sophomore years before they get to North. To get to AP Studio Art in Drawing and Painting, students must take Beginning and Intermediate freshman or sophomore year, the full year of Advanced junior year, to be followed by the full year of AP Studio Art senior year. To get to AP Studio Art in Photography, students need to take Digital Photo Art or Photography to be followed by Advanced Photography in their junior year. To get to AP Studio Art in the 3D program, students need to either complete the Jewelry and Metalsmithing sequence through the Intermediate class or the Ceramic sequence through the Advanced class by the end of their junior year.
- The Art Department offers advanced art students the opportunity to prepare for two Advanced Placement examinations: Art History and Studio Art (Drawing, 2D Design, 3D Design).
- Students wishing to prepare for the AP Art History examination should enroll in AP Art History.
- Students wishing to qualify for the AP Studio Art (Drawing, 2D Design, or 3D Design) portfolio are expected to produce original work of high quality and to explore areas of particular interest to them. Works for the portfolio must be photographed in digital form and should be quality examples representative of the breadth and concentration of their experiences. Students interested in participating in these AP experiences are encouraged to enroll in AP Studio Art.

## Other Information

- Some courses require students to purchase a portion of their own materials.
- All courses listed under Art apply toward the Creative Arts graduation requirement.
- **Independent Study** Under specific conditions as outlined on p. 25 of the Guide, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.



# Art

Level: V  
Annual AR8011  
AR8012

AP Art History introduces students to the understanding and enjoyment of works of art and prepares them for the AP Art History examination. It promotes the understanding of art as it relates to its cultural context. The class begins with prehistoric art and continues throughout the year with a series of lectures, assignments, and field trips that cover the history of art into the 21st century. No prior experience in art is necessary. Students who are interested in areas such as history, literature, and art are encouraged to enroll.

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall AR5616
	Spring AR5617
11, 12	Fall AR5611
	Spring AR5612

This beginning level course introduces students to basic methods of using clay to create artwork. Students will practice hand-building techniques that include coil rolling, and slab construction. Students will also be introduced to, and gain experience on the potter's wheel. Basic design and decorative processes will be included to assist students in developing unique and creative projects in clay.

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall AR4726
	Spring AR4727
11, 12	Fall AR4721

Students will develop throwing skills using the potter's wheel and hand-building skills using slabs and coils. Students will also explore a variety of surface decorating techniques and work with different clay bodies including terra cotta and porcelain. Students in this course will concentrate on developing their technical skills and creatively expressing ideas with clay.

Credit: 1/2 (cr/nc)                      Level: IV  
Grade Offered: 11, 12                      Spring    AR4732  
Prerequisite: Ceramics - Beginning and Intermediate

al development of the student's clay work. Creativity in design and using clay as an expressive medium of ideas will be explored in-depth. Examples of student work, as well as that of historical and contemporary ceramics artists, will be examined.

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall AR5316
	Spring AR5317
11, 12	Fall AR5311
	Spring AR5312

This is a hands-on class designed to introduce students to basic 2D art skills through studio work and sketch-book assignments. Students will learn how to draw the figure and other observational objects. Students will learn how to draw the figure and other objects through observation. Students will also be introduced to different materials and ways of art-making. This will connect basic ideas of art history to the students' projects. Through these basic ideas and projects, students will learn how to discuss and critique art.

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall AR4426
	Spring AR4427
11, 12	Fall AR4421
	Spring AR4422

Students will continue their explorations from the beginning class with more sophistication while learning new skills and processes. Students will consider ideas and content as they create their works. Some key projects will be an acrylic painting, more observational work, and an experience in printmaking.

Credit: 1 (cr/nc)	Level: IV
Grade Offered: 11, 12	Annual AR4431
	AR4432

This is a year-long class in which students will continue their study of drawing, painting, and printmaking. They will learn new processes like making drypoints or an oil painting with greater expectations for the quality of their work and images. Along the way, students will complete journals and study images to learn the process of art-making in preparation for further practice in college or on their own. This class will provide the foundation for the start of a portfolio as students move from an emphasis in skill-based projects in the fall to focus projects in the spring.

## Animation

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Spring AR5417
11, 12	Fall AR5411
Prerequisite: None	

Students will learn basic stop motion animation techniques, the history of animation, and be expected to demonstrate the principles of animation in their work. Through the use of basic camera equipment and technology, students will use their creativity to produce a variety of animations to communicate different themes through the use of hand drawing, clay, whiteboard, cut paper, and computer generated manipulation. Students will be expected to complete weekly required readings from the textbook along with written workbook assignments.

## Digital Photo Art

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall AR6616
11, 12	Fall AR6611
	Spring AR6612
Prerequisite: None	

Students will learn the fundamentals of photography by exploring both the technical and artistic aspects of the medium including basic camera operation, composition, digital enhancement, and manipulation using Adobe Photoshop. Focus will be on technical and aesthetic growth along with the creative process of making imagery. The class will introduce students to the principles of contemporary media. Students must supply a memory card containing at least 1 gigabyte of memory and their own digital camera. It must have at least 6 mega pixels of memory, adjustable focus, and exposure which allows control of both aperture (A settings) and shutter speed (S or TV setting). Students may NOT use a fully automatic or "point and shoot" type camera in this course.

## Graphic Design

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Spring AR6412
Prerequisite: Digital Photo Art	

This class is for the serious art student who would like to learn to communicate visually through design and drawing. Students produce advertisements, posters, brochures, and package designs. The course is designed for students considering a career in art.

## Jewelry & Metalsmithing, Beginning

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall AR4836

11, 12

Fall

AR4831

Prerequisite: None

This beginning level course introduces students to the basic techniques for creating jewelry and other small art forms using metals and found objects. Students will explore metalworking techniques that include sawing with a jeweler's saw, soldering with a torch, etching with acid, piercing with a drill press, stone-setting, and wire manipulation. Basic design and other decorative processes will be covered to encourage each student in developing unique and creative projects in metal. Safety is of utmost importance. All safety procedures must be followed and a safety and behavior contract must be turned in before beginning to work. Students will purchase safety goggles from the bookstore.

## Jewelry and Metalsmithing, Intermediate

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Spring AR4847
11, 12	Spring AR4842
Prerequisite: Jewelry & Metalsmithing, Beginning	

Students will continue to develop their metalworking and design skills. Sawing, soldering, etching, piercing, stone-setting and wire manipulation skills will be reviewed and explored in depth. Additional techniques may include work with metal mold-making material, cold connections, bezel stone setting, hand-coloration of metals, and using found objects. Equipment/materials such as torches, drill press, flexi-shaft, hand tools, buffers, saws, and etching acids will be used. Students should come creatively motivated and have good time management skills. Safety is of utmost importance. All safety procedures must be followed and a safety and behavior contract must be turned in before beginning to work. Students must purchase safety goggles from the bookstore if not saved from the beginning class.

## Photography

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall AR6311
	Spring AR6312
Prerequisite: None	

Students will learn to operate an adjustable 35 mm camera, to develop black and white film, and to make prints from negatives. Students will move beyond snapshots and will use their cameras as a tool for creative expression. Students must supply a working 35 mm (non APS) camera. Point and Shoot and other totally automatic cameras are strongly discouraged due to their lack of creative controls. Students must purchase a photo kit which includes film, photographic paper, and a portfolio. Students may anticipate spending approximately \$70 on this and other supplies. Photography serves as a prerequisite for Advanced Photography.

## Photography - Advanced

Credit: 1/2 (cr/nc) Level: IV  
Grade Offered: 11, 12 Spring AR6322  
Prerequisite: Digital Photo Art or Photography

Students will continue to work on camera usage, film processing, printing, and presentation. The course will also cover alternative photographic techniques, studio lighting, commercial and digital photography. In this course, students will select a theme/topic and present a personal portfolio collection. Students may anticipate spending \$50-70 throughout the semester. **All students must have an adjustable 35 mm camera.**

## Studio Art Accel

Credit: ½ (cr/nc) (dc) Level: IV  
Grade Offered: 12 Fall AR9011  
Spring AR9012  
Prerequisite: Advanced course in Drawing and Painting, Ceramics, and/or Photography or Division Chair approval

This class offers students the option to continue their studies from the advanced classes of any studio area. It is encouraged for those interested in creating a portfolio for college or applying for scholarships. This accelerated class is offered for one or two semesters. Students must declare an area of concentration and will be placed in a classroom of advanced students.

## AP Studio Art

Credit: 1 (cr/nc) Level: V  
Grade Offered: 12 Annual AR9111  
AR9112  
Prerequisite: Advanced course in Drawing and Painting, Ceramics, and/or Photography or Division Chair approval.

In this class, students continue their studies at a highly rigorous level from the advanced classes of any studio area. The course design will follow the guidelines of

the Advanced Placement class of the College Board. Students must declare an area of concentration and will be placed in a classroom of advanced students. Those students interested in creating a portfolio for college, applying for scholarships, or submitting materials for the College Board examination (Drawing, 2-D Design, or 3-D Design) are encouraged to enroll. **Please read the section on AP Studio Art on page 57.**

## Career Internship Program

Credit: 1/2 (dc) Level: IV  
Grade Offered: 11, 12 Fall AR5551  
Spring AR5552  
Summer AR5558, AR5559

This course is designed for the student who is seeking work experience in an area that they wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for duplicate credit. It is the sole discretion of each department team to recommend the student for a work internship. Application does not guarantee admission.

## Have you ever considered a career in design?

•	Advertising Art	Architecture Design	Toy Design	•
•	Electronic Design	Transportation Design	Jewelry Design	•
•	Graphic Design	Interior Design	Textile Design	•
•	Illustration	Landscape Design	Fashion/Costume	•
•			& Lighting Design	•
•	Photography	Art Administration	Art Curator	•
•	Conservator	Director of Education	Registrar	•
•	Gallery Owner	Corporate Collector	Art Teacher	•
•	Artist's Representative	Gallery Salesperson	Private Instructor	•

# Art Classes

*When choosing Annual Courses, you will need the first and second semester codes.*

## Freshman Courses

### Fall Only

AR5616 Ceramics, Beginning  
AR4726 Ceramics, Intermediate  
AR5316 Drawing & Painting, Beginning  
AR4426 Drawing & Painting, Intermediate  
AR4836 Jewelry & Metalsmithing, Beginning  
AR6616 Digital Photo Art

### Spring Only

AR5617 Ceramics, Beginning  
AR4727 Ceramics, Intermediate  
AR5317 Drawing & Painting Beginning  
AR4427 Drawing & Painting Intermediate  
AR4847 Jewelry & Metalsmithing, Intermediate  
AR5417 Animation

## Sophomore Courses

### Fall Only

AR5616 Ceramics, Beginning  
AR4726 Ceramics, Intermediate  
AR5316 Drawing & Painting, Beginning  
AR4426 Drawing & Painting, Intermediate  
AR4836 Jewelry & Metalsmithing, Beginning  
AR6166 Digital Photo Art

### Spring Only

AR5617 Ceramics, Beginning  
AR4727 Ceramics, Intermediate  
AR5317 Drawing & Painting, Beginning  
AR4427 Drawing & Painting, Intermediate  
AR4847 Jewelry & Metalsmithing, Intermediate  
AR5417 Animation

## Junior and Senior Courses

### Annual

AR8011/2 AP Art History  
AR4431/2 Drawing & Painting, Advanced  
AR9111/2 AP Studio Art

### Fall Only

AR5611 Ceramics, Beginning  
AR4721 Ceramics, Intermediate  
AR6611 Digital Photo Art  
AR5311 Drawing & Painting, Beginning  
AR4421 Drawing & Painting, Intermediate  
AR5411 Animation  
AR4831 Jewelry & Metalsmithing, Beginning  
AR6311 Photography  
AR9011 Studio Art Accel

### Spring Only

AR5612 Ceramics, Beginning  
AR4732 Ceramics, Advanced  
AR6612 Digital Photo Art  
AR5312 Drawing & Painting, Beginning  
AR4422 Drawing & Painting, Intermediate  
AR6412 Graphic Design  
AR6312 Photography  
AR6322 Photography, Advanced  
AR9012 Studio Art Accel  
AR4842 Jewelry & Metalsmithing, Intermediate

### Fall or Spring

AR5551/2 Career Internship

Accounting 1, 2  
Business Law  
Career Internship Program  
Computer Applications (MOS)  
Consumer Economics  
International Business Economics  
Introduction to Business  
iOS Development (Apple Apps)  
Keyboarding  
Marketing  
Networking Software Solutions (MCSA)  
Networking Essentials (Net+)  
PC Repair & Maintenance (A+)  
Programming in Java  
Programming in Visual Basic  
Web Page Development 1, 2

# ***Business Education***








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## Business Education Department Philosophy

The Business Education Department of Lyons Township High School offers a wide selection of course offerings that meet a variety of student needs. Careful selection of courses can help students develop valuable skills for personal use, begin an exploration of possible areas of study, and gain useful information for selecting and beginning college study. Also, a student may acquire significant skills helpful for initial and future employment opportunities.

### Programs

	South Campus 9-10	North Campus 11-12
<b>Accounting</b>		<ul style="list-style-type: none"> <li>Accounting 1 &amp; 2</li> </ul>
<b>Business Administration</b>	 <ul style="list-style-type: none"> <li>Introduction to Business</li> </ul>	<ul style="list-style-type: none"> <li>Business Law</li> <li>Introduction to Business</li> <li>Computer Applications (MOS)</li> <li>International Business Economics</li> </ul>
<b>Computer Science</b>	 <ul style="list-style-type: none"> <li>Computer Applications (MOS)</li> <li>Keyboarding</li> <li>Networking Software Solutions (MCSA)</li> <li>Networking Essentials (Net+)</li> <li>PC Repair &amp; Maintenance (A+)</li> <li>Web Page Development 1, 2</li> <li>Programming in Visual Basic</li> </ul>	<ul style="list-style-type: none"> <li>Computer Applications (MOS)</li> <li>Keyboarding</li> <li>Networking Software Solutions (MCSA)</li> <li>Networking Essentials (Net+)</li> <li>PC Repair &amp; Maintenance (A+)</li> <li>Programming in Java</li> <li>Web Page Development 1, 2</li> <li>Programming in Visual Basic</li> <li>iOS Development (Apple Apps)</li> </ul>
<b>Marketing</b>	 <ul style="list-style-type: none"> <li>Introduction to Business</li> <li>Computer Applications (MOS)</li> <li>Keyboarding</li> <li>Web Page Development 1, 2</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Business</li> <li>Computer Applications (MOS)</li> <li>Keyboarding</li> <li>Marketing</li> <li>Web Page Development 1, 2</li> </ul>
<b>Technology</b>	 <ul style="list-style-type: none"> <li>Computer Applications (MOS)</li> <li>Keyboarding</li> <li>Networking Essentials (Net+)</li> <li>Programming in Visual Basic</li> <li>Web Page Development 1, 2</li> <li>Networking Software Solutions (MCSA)</li> <li>PC Repair &amp; Maintenance (A+)</li> </ul>	<ul style="list-style-type: none"> <li>Computer Applications (MOS)</li> <li>Keyboarding</li> <li>Networking Essentials (Net+)</li> <li>Programming in Visual Basic</li> <li>Programming in Java</li> <li>Web Page Development 1, 2</li> <li>Networking Software Solutions (MCSA)</li> <li>PC Repair &amp; Maintenance (A+)</li> <li>iOS Development (Apple Apps)</li> </ul>

# Business Education Department Standards

*The Business Education Department has established standards for student learning that both guide its courses and programs and challenge students academically. There are six general standards as titled and stated below. In addition, each general standard has specific student learning standards that are available upon request. Finally, specific standards for each course and program have been developed, and these are distributed to students at the beginning of each semester or annual course.*

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**Business Education programs will include experiences that provide for...**

- |                     |   |
|---------------------|---|
| <b>Standard I</b>   | <b>Career Awareness</b><br>study and understanding of business-related careers and for the evaluation of activities in the workplace.                                       |
| <b>Standard II</b>  | <b>Communication Skills</b><br>effective use of communication skills.   |
| <b>Standard III</b> | <b>Technological Knowledge and Skills</b><br>study and understanding of business-related technological hardware and software.   |
| <b>Standard IV</b>  | <b>Work Ethics</b><br>study and understanding of practical ethical behavior.  |
| <b>Standard V</b>   | <b>Business Principles</b><br>study and general understanding of the business world and basic skills for business management.   |
| <b>Standard VI</b>  | <b>Economic Literacy</b><br>study and understanding of how people have organized for and worked within the production, distribution, and consumption of goods and services. |

- **Personal Use** Students should select from appropriate courses to preview subject areas in which an interest exists as this may help in narrowing down possible college majors.
- All courses listed under Business Education apply toward the Practical Arts graduation requirement except Consumer Economics (see p. 7).
- **Independent Study** Under specific conditions as outlined on p. 25 of the Guide, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

## Accounting 1

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall BU5511
	Spring BU5512
Prerequisite: None	

This course is recommended for students who want to pursue a fundamental understanding of accounting for college and for a career. The practices of a business accounting program are presented. The theory of double-entry accounting and the accounting cycle are emphasized. Accounting is a basic requirement for college business majors. Problem applications will be presented to enhance understanding.

## Accounting 2

Credit: 1/2	Level: IV
Grade Offered: 11, 12	Spring BU5522
Prerequisite: Accounting 1	

This course continues with the fundamentals of accounting theory. It includes the study of special journals and ledgers which provide students with the practical experience of keeping the financial records of a simulated business enterprise during a normal month's operations. Whenever possible, this course should immediately follow Accounting 1.

## Business Law

Credit: 1/2	Level: III
Grade Offered: 11, 12	Fall BU5811
	Spring BU5812
Prerequisite: None	

This course enables the student to develop the ability to identify and evaluate the fundamental principles of law used in the business world and day-to-day business activities. It will aid students in understanding their legal rights, obligations, and responsibilities. The material covered includes a study of the essential elements of contracts. Students will study realistic cases and participate in a mock trial.

## Introduction to Business

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall BU5116
	Spring BU5117
11, 12	Fall BU5111
	Spring BU5112

Prerequisite: None

Would you like to learn how businesses are operated and managed in our global society? Getting involved in the business world is the objective of this learning experience. Students will gain a foundation in business ownership, economics, human resources, marketing, ethics, accounting, finance, governmental regulation, law, and international business. As you explore these areas, take your first step toward becoming a business leader of tomorrow. This course should be considered a survey to the other courses in the Business Education Department.

## Computer Applications (MOS)

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall BU4226
	Spring BU4227
11, 12	Fall BU4221
	Spring BU4222

Prerequisite: Keyboarding Skills

In order to remain current in today's ever-changing workplace, up-to-date computer skills are a necessity. Computer Applications will train students in the areas of Word, Excel, Access, PowerPoint, and Publisher. Using the Microsoft Office 2010 suite, students will become proficient with intermediate and advanced features of these programs. Students will gain hands-on experience completing projects using the various programs. This course will also assist students in other courses at Lyons Township High School, including development of proper formatting for research papers using the Modern Language Association (MLA) guidelines, which is a requirement of all research papers at LT. The goal of this course is to help students compete in today's world of technology and achieve success in whatever field they choose to pursue.

## Consumer Economics

Credit: 1/2	Level: III
Grade Offered: 11, 12	Fall BU0551 Spring BU0552
Prerequisite: None	

This course focuses on personal money management concerns that face all consumers. Topics to be studied include economics, insurance, investments, taxes, finance, comparison shopping, consumer protection, credit, and career/estate planning.

## International Business Economics

Credit: 1/2	Level: IV
Grade Offered: 11, 12	Fall BU5831 Spring BU5832
Prerequisite: None	

Interested in learning about the global economy? This course is designed for the student who wants to discover and learn how political systems, cultural differences, and values of world economics impact world business practices and decisions. Students will be given an opportunity to develop business skills and knowledge to function successfully as business professional in a global society. The students will be actively involved in group work, projects, reading and writing activities, critical thinking/problem solving of global economic issues. Speakers from the international business world will identify employment and career opportunities as well as share their own personal experiences. Students may elect this course for Practical Arts credit in Business Education or for Social Studies credit.

## iOS Development (Apple Apps)

Credit: 1/2	Level: IV
Grade Offered: 11, 12	Fall BU4966 Spring BU4967
Prerequisite: Programming in Java or AP Computer Science	

Want to learn how to make apps for your iPhone, iPad, or iPod? Join the exciting and challenging world of App Development! In this advanced programming course, students will learn to program apps for mobile Apple devices running the Apple Operating System, iOS. Using MacBook Airs provided in class, students will become familiar with the Objective-C Programming Language and create useable applications in the XCode environment. Upon completion of this course, students will be able to design and develop apps for use on portable Apple devices.

## Keyboarding

Credit: 1/2 (cr/nc) (dc)	Level: III
Grade Offered: 9, 10	Fall BU5416 Spring BU5417 Fall BU5411 Spring BU5412
Prerequisite: None	

This course is needed by all students who wish to learn the required keyboarding skills used in today's technical world. Students selecting this course will learn basic keyboarding skills, and proper use of the keyboard. Students will improve their speed and accuracy as they key, as well as improve their proofreading skills. In addition, proper formatting of reports, letters, and tables will be learned, along with a variety of other keyboarding applications. Keyboarding skills are required for further course work in Computer Applications (MOS), Programming in Visual Basic, and Programming in Java. Sophomores, Juniors and Seniors may receive dual credit through College of DuPage.

## Marketing

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall BU4711 Spring BU4712
Prerequisite: None	

Did you ever wonder how major companies develop their selling strategies? Students selecting this course will study how products progress via a marketing plan. This learning experience will provide students with basic marketing concepts as they relate to our emerging global economy. Real-life examples will be presented from industry as you follow products from the producer to the consumer.

## Networking Essentials (Net+)

Credit: 1	Level: IV
Grade Offered: 10	Annual BU4516
	BU4517
11, 12	Annual BU4511
	BU4512

Prerequisite: Algebra

Years Offered: 2014-2015, 2016-2017

This biennial course has been developed to teach students the skills needed to design, build, and maintain small, medium, and large sized networks, and to prepare students for the CompTIA Net+ certification exam. Students will receive training and develop skills that will allow them to enter the workforce and/or further their education and training in the computer networking field. As a result of Networking Essentials (Net+), students will be prepared to sit for the CompTIA Net+ examination, a rigorous industry-based examination that, if passed, will enable students to enter this field qualified and certified in networking.

## Networking Software Solutions (MCSA)

Credit: 1	Level: V
Grade Offered: 10	Annual BU4866
	BU4867
11, 12	Annual BU4861
	BU4862

Prerequisite: None

Years Offered: 2013-2014, 2015-2016

This intensive biennial course provides the core foundation for supporting the Microsoft Windows client and server operating systems in both peer-to-peer and client-server environments. The goal of this course is to provide students with skills necessary to install, configure, customize, optimize, and troubleshoot Windows systems. This course is designed to help Microsoft Certified Systems Administrator (MCSA) candidates prepare for the full complement of MCSA certification exams, two of which may be taken as part of the course.

## PC Repair & Maintenance (A+)

Credit: 1	(cr/nc) (dc)	Level: III
Grade Offered: 9, 10		Annual BU4836
		BU4837
11, 12	Annual	BU4831
		BU4832

Prerequisite: None

There are more A+ computer service technician jobs than there are people to fill them. Take the A+ course, pass the certification exams, and be a step ahead of everyone else. If you pass the examinations, you can become employed as an A+ certified computer service

technician. Training in the business world for such a program costs \$1,000 or more. Topics covered include microcomputer fundamentals, PC hardware, operating systems, Microsoft Windows, troubleshooting the system, system boards, input/output, internal/external data storage, video displays, printers, data communication, networking, preventive maintenance and safety, installation, configuration, upgrading, and diagnosing. Sophomores, Juniors and Seniors may receive dual credit through College of DuPage.

## Programming in Java

Credit: 1/2 (cr/nc)	Level: IV
Grade Offered: 11, 12	Fall BU4461
	Spring BU4462
Prerequisite:	Keyboarding skills

This course introduces students to the Java programming language. Students will learn to write their own programs to solve problems related to business, mathematics, and the sciences. They will encounter beginning Java concepts such as input-output, looping and control structures. Beginning Java graphics, including creating Java applets, will be covered. Students interested in computer science, general programming or creating gaming applications would benefit from this course. Programming in Visual Basic is recommended before taking this course.

## Programming in Visual Basic

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall BU0806
	Spring BU0807
11, 12	Fall BU0801
	Spring BU0802

Prerequisite: Keyboarding skills

The Visual Basic course is an ideal way for students new to software development to get an understanding of what programming is. Students learn general programming concepts with the user-friendly graphical tool, Visual Studio. Students create dozens of programs throughout the semester which include practical applications as well as gaming applications. Students also learn how to update a database from a program and how to anticipate user problems. Proponents claim that Visual Basic is an invaluable skill due to the popularity of Microsoft Windows. Visual Basic is used to program many applications in Windows and to create desktop applications, but is also the macro language for the MS Office products. With knowledge in Visual Basic you can not only create your own programs and build your own games, but you can learn how to code, debug, and deploy all types of applications. The object of the



class is to give students an opportunity to work hands-on and become developers of activities that meet their own interests, as well provide insight into the world of programming for future careers or hobbies. No previous programming or computer knowledge is needed, although good keyboarding skills are a must! This course is recommended before Programming in Java.

## Web Page Development 1

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall BU4846
	Spring BU4847
11, 12	Fall BU4841
	Spring BU4842
Prerequisite: Keyboarding skills	

Are you interested in creating web sites and learning about various aspects of the Internet? Web Development 1 concentrates on creating web pages using Hyper Text Markup Language (HTML) and Cascading Style Sheets (CSS). Current topics such as Internet safety and the social media are also discussed. Students will work on a final project in a group to develop a web site for a local business or non-profit organization.

## Web Page Development 2

Credit: 1/2	Level: IV
Grade Offered: 9, 10	Fall BU4876
	Spring BU4877
11, 12	Fall BU4871
	Spring BU4872
Prerequisite: Web Page Development 1	

Interested in making money using the Internet? Web Development 2 will provide you with the skills to do just that. This course will concentrate on two areas. One portion of the course will focus on two scripting languages, PHP and JavaScript. These powerful languages are what enable web pages to be interactive on the Internet. Another portion of the course will concentrate on the role E-Commerce has in business. E-Commerce is the buying and selling of goods and services on the Internet. Topics like shipping, taxation, payment methods, payment security, product marketing, laws, and shopping cart issues are covered. This hands-on class will equip students with the expertise needed to use the Internet to start their own business, compete in today's world of technology, and achieve success in their chosen field. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

## Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered: 11, 12	Fall BU5551
	Spring BU5552
	Summer BU5558, BU5559

This course is designed for the student who is seeking work experience in an area that they wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for duplicate credit. It is the sole discretion of each department team to recommend the student for a work internship. Application does not guarantee admission.

**Have you ever considered  
a career in business?  
Then you should consider  
taking courses such as:**

- Introduction to Business
- Accounting
- Business Law
- Keyboarding
- Computer Applications (MOS)
- Economics
- Marketing

**Have you ever considered  
a career in technology?  
Then you should consider  
taking courses such as:**

- Keyboarding
- Computer Applications (MOS)
- PC Repair and Maintenance (A+)
- Programming in Java
- Programming in Visual Basic
- Web Page Development (1&2)
- Networking Essentials (Net+)
- Networking Software Solutions (MCSA)
- IOS Development (Apple Apps)

# Business Education Classes

*When choosing Annual Courses, you will need the first and second semester codes.*

## Freshman Courses

### Fall Only

BU5116 Introduction to Business  
BU5416 Keyboarding  
BU4226 Computer Applications (MOS)

### Spring Only

BU5117 Introduction to Business  
BU5417 Keyboarding  
BU4227 Computer Applications (MOS)

## Computer Technology

### Annual Course

BU4836/7 PC Repair & Maintenance (A+)

### Fall Only

BU0806 Programming in Visual Basic  
BU4846 Web Page Development 1  
BU4876 Web Page Development 2

### Spring Only

BU0807 Programming in Visual Basic  
BU4847 Web Page Development 1  
BU4877 Web Page Development 2

## Sophomore Courses

### Fall Only

BU5116 Introduction to Business  
BU5416 Keyboarding  
BU4226 Computer Applications (MOS)

### Spring Only

BU5117 Introduction to Business  
BU5417 Keyboarding  
BU4227 Computer Applications (MOS)

## Computer Technology

### Annual

BU4836/7 PC Repair & Maintenance (A+)  
BU4516/7 Networking Essentials (Net+) (2014-2015)  
BU4866/7 Networking Software Solutions (MCSA)  
(2015-2016)

### Fall Only

BU0806 Programming in Visual Basic  
BU4846 Web Page Development 1  
BU4876 Web Page Development 2

### Spring Only

BU0807 Programming in Visual Basic  
BU4847 Web Page Development 1  
BU4877 Web Page Development 2

## Junior and Senior Courses

### Fall Only

BU0551 Consumer Economics  
BU5511 Accounting 1  
BU5811 Business Law  
BU5111 Introduction to Business  
BU5831 International Business Economics  
BU5411 Keyboarding  
BU4221 Computer Applications (MOS)  
BU4711 Marketing

### Spring Only

BU0552 Consumer Economics  
BU5512 Accounting 1  
BU5522 Accounting 2  
BU5812 Business Law  
BU5112 Introduction to Business  
BU5832 International Business Economics  
BU4222 Computer Applications (MOS)  
BU4712 Marketing  
BU5412 Keyboarding

### Fall or Spring

BU5551/2 Career Internship

## Computer Technology

### Annual

BU4831/2 PC Repair & Maintenance (A+)  
BU4511/2 Networking Essentials (Net+) (2014-2015)  
BU4861/2 Networking Software Solutions (MCSA)  
(2015-2016)

### Fall Only

BU4966 iOS Development  
BU0801 Programming in Visual Basic  
BU4461 Programming in Java  
BU4841 Web Page Development 1  
BU4871 Web Page Development 2

### Spring Only

BU4967 iOS Development  
BU0802 Programming in Visual Basic  
BU4462 Programming in Java  
BU4842 Web Page Development 1  
BU4872 Web Page Development 2

# *Driver Education*

**Mr. Jason Hlavacs, Division Chair**  
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**Applied Arts Division Philosophy**

The Applied Arts Division mission is to develop students that are life-long learners through their engagement in the integration and application of multiple curricular areas. The Division offers diverse learning opportunities through three departments for all students and prepares students to make life decisions in education, career, family, leisure, and life skills.

**Driver Education Department Philosophy**

The Driver Education Department is dedicated to developing the safest, most courteous, knowledgeable, and skillful drivers. The information and skills learned in Driver Education will help students maneuver successfully in the complex environment in which we drive today.

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- Lyons Township High School offers Driver Education that is approved by the Illinois State Board of Education and endorsed by the Illinois Secretary of State office.
  - Prerequisite: each student attending any public or non-public high school in the District must receive a passing grade in at least 8 semester courses during the previous 2 semesters prior to enrolling in the Driver Education program.
  - Driver Education is offered for Grades 10-12 (11 & 12 by special arrangement) at South Campus during the regular school year, and it is offered as part of the Summer Academic Program.
  - 2014 Summer School registration eligibility date:
    - ⇒ freshmen must be born on or before 12/31/98
  - 2014-2015 Registration eligibility dates are as follows:
    - ⇒ sophomores in first semester must be born on or before 2/28/99
    - ⇒ sophomores in second semester must be born on or after 2/28/99
  - The fee for Driver Education is \$150 payable to L.T.H.S. and a \$20 fee to the Secretary of State, which covers the cost of the permit and a 3 year driver's license.
  - The Secretary of the State of Illinois does not allow LT to give students their permit any earlier than 30 days prior to the start of the Driver Ed course.
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**Classroom**

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Credit: 1/2	Level: III
Grade Offered: 10, 11, 12	One semester
	Fall DR9116
	Spring DR9117
	Summer school
Prerequisite:	9, 10, 11, 12 At least 15-years-old and have passed at least eight classes (four credits) in the previous two semesters.

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The Classroom phase of Driver Education is the only requirement for graduation at LTHS. (See pgs. v and 6).

**Classroom:** meets every other day and emphasizes the classroom standards listed above.

**Range:** students will receive 11 hours of range instruction and will develop basic car skills.

**Behind The Wheel (BTW):** students will receive two hours of Behind the Wheel instruction. It will take place in a dual control car with an instructor stressing the rules of the road, visual-perceptual skills, and basic car controls that were taught in the three areas above.

# Driver Education Department Standards

The Driver Education Department has developed standards for each phase of the program. Listed below are the general standards for learning. The more specific and detailed standards for each phase of the course are available upon request.

## Classroom Standards

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- I. The student will understand signs, signals, and roadway markings.
- II. The student will understand basic car control.
- III. The student will understand making safe driving decisions using the IPDE Process.
- IV. The student will understand the laws of nature and their effects on the vehicle's performance.
- V. The student will understand how to perform basic car maneuvers.
- VI. The student will understand how to negotiate safely through intersections.
- VII. The student will understand how to share the roadway.
- VII. The student will understand how to drive in urban areas.
- IX. The student will understand how to drive in rural areas.
- X. The student will understand how to drive on expressways.
- XI. The student will understand how to drive in adverse conditions.
- XII. The student will understand how to handle emergencies.
- XIII. The student will understand the effects of driver condition on risk taking.
- XIV. The student will understand how alcohol and other drugs affect driving.
- XV. The student will understand the responsibilities of owning a vehicle.

## Driving Standards

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- I. The student will be able to demonstrate basic car control skills while driving on the range.
- II. The student will be able to demonstrate and develop the following skills: visual, perceptual, evaluative, decision-making, and reactionary.
- III. The student will develop and demonstrate safe vehicle control; knowledge of the **Rules of the Road** and apply them to the driving task.



Advanced Culinary Arts  
Chefs 1, 2  
Child Development  
Culinary Arts  
Early Childhood Education Internship  
Family Health Issues  
Family Relationships  
Fashion and Interior Design  
International Foods  
Introduction to Family and Consumer Science Careers  
Teaching Internship Elementary 1, 2  
Career Internship Program

# *Family & Consumer Sciences*

## Jason Hlavacs, Division Chair

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## Applied Arts Division Philosophy

The Applied Arts Division's mission is to develop students that are life-long learners through their engagement in the integration and application of multiple curricular areas. The Division offers diverse learning opportunities for all students and prepares students through its 3 departments to make life decisions in education, career, family, leisure, and life skills.

## Family and Consumer Sciences Department Philosophy

The Family and Consumer Sciences Department empowers individuals and families across their life spans to manage the challenges of living and working in a diverse, global society. The department's unique focus is on the family, work, and their interrelationships. The goal of Family and Consumer Sciences is to prepare students to become life-long learners. Family and Consumer Sciences has developed curricula that provide opportunities to assist students in making life decisions, and developing career, post-secondary, family, leisure, and life skills, such as

- strengthening the well-being of individuals and families;
- becoming responsible citizens and leaders in diverse settings;
- promoting optimal nutrition and wellness;
- managing resources;
- balancing personal, home, family, and work lives;
- functioning as providers and consumers of goods and services;
- appreciating human worth and accepting responsibility for one's actions (individually or collaboratively); and
- finding success in both family and work.

### Programs

Child Development  
Family Relations



### South Campus 9-10

Child Development

### North Campus 11-12

Child Development  
Early Childhood Education Internship  
Teaching Internship Elementary 1, 2  
Family Relationships  
Family Health Issues

Culinary Arts  
Nutrition



Culinary Arts  
Advanced Culinary Arts

Culinary Arts  
Advanced Culinary Arts  
International Foods  
Chefs

Design



Fashion and Interior Design

Life & Career  
Development



Intro to Family & Consumer  
Science Careers

Career & Community Partnerships I, II

### Suggested Course/Career Sequencing (please read descriptions for content and prerequisites)

**Child Development/Family** - Intro to Family & Consumer Science Careers - Child Development - Family Relationships - Family Health Issues - Early Childhood Education Internship - Teaching Internship Elementary 1 & 2

**Culinary Arts/Nutrition** - Intro to Family & Consumer Science Careers - Culinary Arts - Advanced Culinary Arts - International Foods - Chefs

**Design** - Intro to Family & Consumer Science Careers - Fashion & Interior Design

**Life & Career Development** - Intro to Family & Consumer Science Careers - Career & Community Partnerships I & II

**TCD Connections** - Culinary, Pastry Arts & Hotel Management - Early Childhood Education & Care -

Certified Nurses Assistant - Medical & Health Care Careers

# Family and Consumer Sciences Department Standards

*The Family and Consumer Sciences Department has established standards based on information from national and state professional organizations in the fields of sociology, family practices, foods and nutrition, consumerism, fashion and design, science, mathematics, and technology. Nine general standards were established as a result of the review of literature. Each general standard is supported by specific student learning standards, which are available upon request. Additionally, specific course standards have been developed that support the general standards, and these are distributed to students at the beginning of each semester or annual course.*

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## **Students within Family and Consumer Sciences will be able to....**

1. Develop skills and strategies to explore career paths in family and consumer sciences.
2. Select and use appropriate technological instruments and formulas to solve problems, interpret results, and communicate findings.
3. Recognize and demonstrate effective verbal and non-verbal communication skills.
4. Develop and apply strategies to manage conflict and stress in individual and team situations.
5. Analyze the internal and external factors that influence individual and family wellness throughout their life spans.
6. Encourage opportunities to develop expertise, experience and emotional intelligence for transferable employability skills in relation to individual, family, career, and community roles and responsibilities.
7. Promote optimal growth and development of self, family members, and others throughout their life spans.
8. Evaluate decisions in relation to available resources and options.
9. Demonstrate leadership skills and abilities reflecting democratic ideals in the family, workplace, and community.

- All courses listed under Family and Consumer Sciences apply toward the Practical Arts graduation requirement except Consumer Education and Family Health Issues.
- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

## CHILD DEVELOPMENT & FAMILY RELATIONS

### Family Relationships

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall FC5411
	Spring FC5412
Prerequisite: None	

This unique course blends together family relationships, effective communication skills, conflict resolution, goal setting, and decision-making skills. Topics covered include sibling rivalry, marriage, divorce, child abuse, human sexuality, date rape, sexual harassment, and death and dying.

### Family Health Issues

Credit: 1/2	Level: III or IV
Grade Offered: 11, 12	Fall FC9051
	Spring FC9052
Prerequisite: Health and Biology or Child Development	

If you are interested in a career in medicine, nursing, psychiatry, counseling, or social work, this is the course for you! Students will learn about risk factors associated with many chronic conditions. They will research the risk factors, physical effects of the disease, and the emotional effects on family and society as they cope with chronic conditions. Armed with the knowledge of where to go physically, mentally, and psychologically to seek help and support for all involved, the student will be better equipped to help themselves and others in the management of chronic illnesses.

This course will be taught by a FCS teacher and a Health teacher. Students will receive general elective credit for the course.

### Child Development

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall FC5656
	Spring FC5657
11, 12	Fall FC5651
	Spring FC5652
Prerequisite: None	

Is a career in education, obstetric or pediatric medicine, social work, or psychology appealing to you? If yes, this is the course for you. This course covers information from conception to age five in the areas of physical, intellectual, social, and emotional development. Application of theory is practiced through a four-week preschool lab with 3-5 year old children. This course includes a parenting component designed to help students think through the responsibilities, satisfactions, and stresses of parenthood. **If the student intends to take Teaching Internship (Early Childhood/Elementary), he/she must earn a grade of B or better in Child Development (cr/nc grade not accepted).**

### Early Childhood Education Internship

Credit: 1/2 or 1	Level: IV
Grade Offered: 11, 12	Fall FC6551
	Spring FC6552

Prerequisite: B or better in Child Development (cr/nc grade not accepted)

This class is for students truly interested in a career related to preschool teaching, child psychology, social work, and/or pediatric care. Working with preschool and kindergarten age students (non-paid) is the focus of this course which is offered the last period of the day. Students enrolled in this course are required to have a TB skin test at their cost prior to placement in the school/preschool center. This class is offered as an annual or semester course.

### Teaching Internship – Elementary 1

Credit: 1	Level: IV
Grade Offered: 12	Fall FC6531
	Spring FC6532

Prerequisite: B or better in Child Development (cr/nc not accepted)

This course is for students interested in a career in teaching or a career related to teaching, child psychology, social work, or pediatric care. It provides an introduction to teaching as a profession as well as real life experience as a teacher aide in District 204's associate schools where students will be implementing methodology learned in the classroom. The course is block scheduled for 9<sup>th</sup> and 10<sup>th</sup> periods allowing students to intern at their assigned schools. The course also covers a variety of perspectives on current educational topics relevant to the teaching on current educational topics relevant to the teaching profession.

## Teaching Internship – Elementary 2

Credit: 1 Level: IV  
 Grade Offered: 12 Spring FC6562  
 Prerequisite: Teaching Internship Elementary 1

This course is a continuation of Teaching Internship 1. Successful completion of Teaching Internship I is required to enroll in Teaching Internship 2. Course Structure is a block schedule of 9<sup>th</sup> and 10<sup>th</sup> periods allowing for students to intern at District 204's associate schools. Students continue to work on honing their teaching skills, and lesson planning. The course also covers a variety of perspectives on current educational topics relevant to the teaching profession.

**Students earn Dual Credit with College of DuPage upon successful completion of both Teaching Internship 1 and 2.**

## CULINARY ARTS & NUTRITION

### Culinary Arts

Credit: 1/2 (cr/nc) Level: III  
 Grade Offered: 9, 10 Fall FC5226  
 11, 12 Spring FC5227  
 Fall FC5221  
 Spring FC5222

Prerequisite: None

The information in this beginning course is designed to become the basis upon which students build a lifetime of good nutrition and physical wellness. Students are given the tools necessary to plan and prepare food for a healthy life. They will work cooperatively in group lab experiences using principles of meal planning that emphasize good nutrition. Food preparation areas include fruits, vegetables, breads and cereals, dairy products, eggs, and dessert items. Also emphasized are consumerism, time management, and the role of exercise in wellness.

### Advanced Culinary Arts

Credit: 1/2 (cr/nc) Level: IV  
 Grade Offered: 9, 10 Fall FC5236  
 11, 12 Spring FC5237  
 Fall FC5231  
 Spring FC5232

Prerequisite: Culinary Arts or Foods & Nutrition

Students will have the opportunity to further explore topics and refine skills from Culinary Arts (Foods & Nutrition). Students will prepare more complicated food products such as appetizers, main courses, souffles, pies and pastries, and will develop more advanced skills such as garnishing, candy making, and cake decorating. Meal preparation (including working with meats such as chicken, pork, beef, fish and seafood) gourmet foods, and entertainment techniques will also be the focus of this class. Students will participate in the preparation and serving of food at school functions. Students will study for their sanitation certificate as part of the class.

## International Foods

Credit: 1/2 (cr/nc) Level: IV  
 Grade Offered: 11, 12 Fall FC5311  
 Spring FC5312

Prerequisite: Foods and Nutrition

Students study foods and cultures from various regions of the United States and from different countries around the world. While studying cultural information about other countries, students practice food preparation techniques and proper sanitation procedures. Skills and abilities will be developed in the areas of personal food selections and preparation techniques. Homework and projects are part of this course

### Chefs

Credit: 1 (dc) Level: IV  
 Grade Offered: 11, 12 Fall FC5871  
 Spring FC5872

Prerequisite: Culinary Arts or Foods and Nutrition

Key points of this course will be management, catering, and quantity food preparation. Students will develop skills needed to manage workers, time schedules, food costs, market orders, required to participate in catering events before, during or after school. This course can be repeated. Students will study for their sanitation certificate as part of the class.



## DESIGN

### Fashion and Interior Design

Credit: 1/2 (cr/nc) Level: IV  
Grade Offered: 11, 12 Fall FC5281  
Spring FC5282

Prerequisite: None

Are you interested in the areas of fashion and interior design? Students will learn how designers use the elements of design to create beauty, harmony and balance in fashion and interior design. It is a project-based course that will give students the opportunity to study the history of fashion, design original fashions, and produce scaled floor plans along with other basic skills needed for working in the field of design.

## LIFE & CAREER DEVELOPMENT

### Introduction to Family & Consumer Science Careers

Credit: 1/2 (cr/nc) Level: III  
Grade Offered: 9, 10 Fall FC5356  
Spring FC5357

Prerequisite: None

This survey class is a semester-long sampler platter exploring the various main courses available in the Family and Consumer Sciences Department. Communication, goal setting, decision-making, and interpersonal relationships are emphasized throughout the semester. You will learn about yourself, your family, child development, and parenting which could lead to taking Family Health Issues, Family Relationships, Child Development or Teaching Internship class. Also included in this sample platter are units of food preparation, meal management, and design which will make you hunger to learn more in the Foods sequence and Fashion and Interior Design. This highly recommended sampler will tempt any student to come back and order main courses from the Family and Consumer Sciences Department menu!

### Career and Community Partnerships I

Credit: 2 (cr/nc classroom only) Level: III  
Grade Offered: 11, 12 Annual FC5481  
FC5482  
Annual FC6611  
FC6612

Work Experience  
(Students must enroll in both  
classroom and work experience.)

Prerequisite: 16 years-old and approval of parents, counselor, and course coordinator

This Cooperative Career Education program is designed to allow the student to gain experience through a part-time paid job in an area such as food service, child care, clothing, hospitality, and/or health occupations. Upon successful completion, students receive two credits annually: one for the class, in which they learn about career choices and the world of work and one for their related work experience. Students are required to work approximately 15-20 hours per week in an approved job.

Students and parents are also required to sign a "Student Agreement and Training Memorandum" in which the guidelines are reviewed. See p. 71 for guidelines.

### Career and Community Partnerships II

Credit: 2 (cr/nc classroom only) Level: III  
Grade Offered: 12 Annual FC5491  
FC5492  
Annual FC6621  
FC6622

Work Experience  
(Students must enroll in both  
classroom and work experience.)

Prerequisite: Career & Community Partnerships I

This Cooperative Career Education program is designed as a continuation of Career and Community Partnerships I. Upon successful completion, students receive two credits annually: one for the class, in which they learn about career choices and the world of work; and one for their related work experience. Students are required to work approximately 15-20 hours per week in an approved job. Students and parents are also required to sign a "Student Agreement and Training Memorandum" in which the guidelines are reviewed. See p. 71 for guidelines.

### Career Internship Program

Credit: 1/2 (dc) Level: IV  
Grade Offered: 11, 12 Fall FC5551  
Spring FC5552  
Summer FC5558, FC5559

This course is designed for the student who is seeking work experience in an area that wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

## FAMILY AND CONSUMER SCIENCES CAREERS

- No asterisk - entry level position; high school graduation usually required
- \*Some post high school education usually required
- \*\*College degree usually required

Career Areas	Courses	Careers	Careers
<b>Apparel/Fashion Design</b>	Intro to Family & Consumer Science Careers Fashion & Interior Design Career & Community Partnerships	Tailor Buyer** Company representative** Drapery maker Dressmaker* Fabric designer* Fashion designer** Fashion illustrator* Seamstress	Textiles technician* Color manager/colorist Facilities renovation Purchasing agent Visual merchandiser Educational marketing Store planner Trend director Assistant in production development
<b>Interior/House Design</b>	Fashion & Interior Design Career & Community Partnerships	Building and remodeling consultant* Buyer Equipment designer* Equipment salesperson* Furniture designer** Interior designer** Interior decorator** Print manager and Computer Aided Design operator	Contract/commercial design Residential design** Space planner* Kitchen and bath designer* Restaurant designer* Design in environments for special populations** Remodeling Historic preservation Realtor*
<b>Foods/Nutrition</b>	Intro to Family & Consumer Science Careers Culinary Arts International Foods Chefs 1 & 2 Food Science Career & Community Partnerships	Pastry chef* Cook* Dietician* Food inspector** Food broker* Food technician* Food scientist** Military Nutrition Educator** Restaurant management	Menu planning Nutrition and health writing* Hospitality* Sports nutrition** Recipe development** Private practice Food promotion Wellness centers Government agencies (USDA, WIC, EFNEP)
<b>Child/Human Development</b>	Intro to Family & Consumer Science Careers Child Development Early Childhood Education Internship Teaching Internship Elementary Family Health Issues Career & Community Partnerships	Day Care center director** Day Care center worker* Extension specialist Child life/hospitalized child care provider Residential youth care provider Early childhood education**	Elementary education** Secondary education** Child care service and referral provider Crisis nursery** At-risk youth programming*
<b>Family Relations</b>	Intro to Family & Consumer Science Careers Family Relationships Family Health Issues	Case worker** Family counselor** Social worker** Counselor Psychologist Career coach	Family life educator** Marriage enrichment Volunteer coordinator Support group coordinator Public health/public aid Crisis hotline programs
<b>Consumer Management</b>	Career & Community Partnerships	Consultant** Companies Consumer Banker Marketing Specialist** Advisor** Consumer communication/media specialist	Product information specialist Consumer educator Consumer advocate Consumer complaint investigator/mediator Consumer relations specialist Lobbyist

# Family & Consumer Science Classes

*When choosing Annual Courses, you will need the first and second semester codes.*

## Freshman Courses

### Fall Only

FC5226	Culinary Arts
FC5236	Advanced Culinary Arts
FC5356	Intro to Family & Consumer Science Careers
FC5656	Child Development

### Spring Only

FC5227	Culinary Arts
FC5237	Advanced Foods
FC5357	Intro to Family & Consumer Science Careers
FC5657	Child Development

## Sophomore Courses

### Fall

FC5226	Culinary Arts
FC5236	Advanced Culinary Arts
FC5356	Intro to Family & Consumer Science Careers
FC5656	Child Development

### Spring Only

FC5227	Culinary Arts
FC5237	Advanced Culinary Arts
FC5357	Intro to Family & Consumer Science Careers
FC5657	Child Development

## Junior and Senior Courses

### Annual

FC5481/2	Career & Community Part. I
FC5491/2	Career & Community Part. II
FC6551/2	Teaching Internship - Preschool
FC6611/2	Work Exp Career/Comm Part I
FC6621/2	Work Exp Career/Comm Part II

### Fall Only

FC5231	Advanced Culinary Arts
FC5871	Chefs
FC9051	Family Health Issues
FC5411	Family Relationships
FC5281	Fashion and Interior Design
FC5221	Culinary Arts
FC5311	International Foods
FC6531	Teaching Internship 1 Elementary
FC6551	Early Childhood Educ. Internship
FC5651	Child Development

### Spring Only

FC5232	Advanced Culinary Arts
FC5872	Chefs
FC9052	Family Health Issues
FC5412	Family Relationships
FC5282	Fashion and Interior Design
FC5222	Culinary Arts
FC5312	International Foods
FC6532	Teaching Internship 1 Elementary
FC6562	Teaching Internship 2 Elementary
FC6552	Early Childhood Educ. Internship
FC5652	Child Development

### Fall or Spring

FC5551/2	Career Internship
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English I  
English I Humanities  
English II  
English II Cross-Curricular Integration  
English II Interpersonal Communication  
English III American Literature  
English III American Studies  
English III Composition  
English III AP Language and Composition  
English IV Literacy Expressions: Creating & Reflecting  
English IV The Visual Word  
English IV The Tradition of Comedy  
English IV World Perspectives in Literature  
English IV AP Rhetoric of {Language & Composition}  
English IV AP Literature & Composition

### **English Language Learning**

Beginning ELL  
Intermediate ELL  
Advanced ELL  
Beginning Reading ELL  
Beginning Tutorial ELL  
Intermediate/Advanced Tutorial ELL  
Language Learning Experience ELL  
(summer only)

### **Language Arts Electives**

Creative Writing I  
Creative Writing 2  
Journalism: Journalistic Writing  
Journalism: Newspaper Production (Lion)  
Journalism: Yearbook Production (TAB)  
Philosophy of Self-Knowledge  
Radio/TV: Radio/TV Arts  
Radio: WTLT Management  
Radio: WTLT Production  
Speech: Speech Arts  
Theatre: Acting  
Theatre: Improvisation & Mime  
Theatre: Playwriting  
Theatre: Stagecraft  
Theatre: Stage Lighting & Design  
Theatre I: Introduction to Theatre  
LTTV Television Production  
Career Internship Program

# *Language Arts*

**Ms. Karen Raino, Division Chair**  
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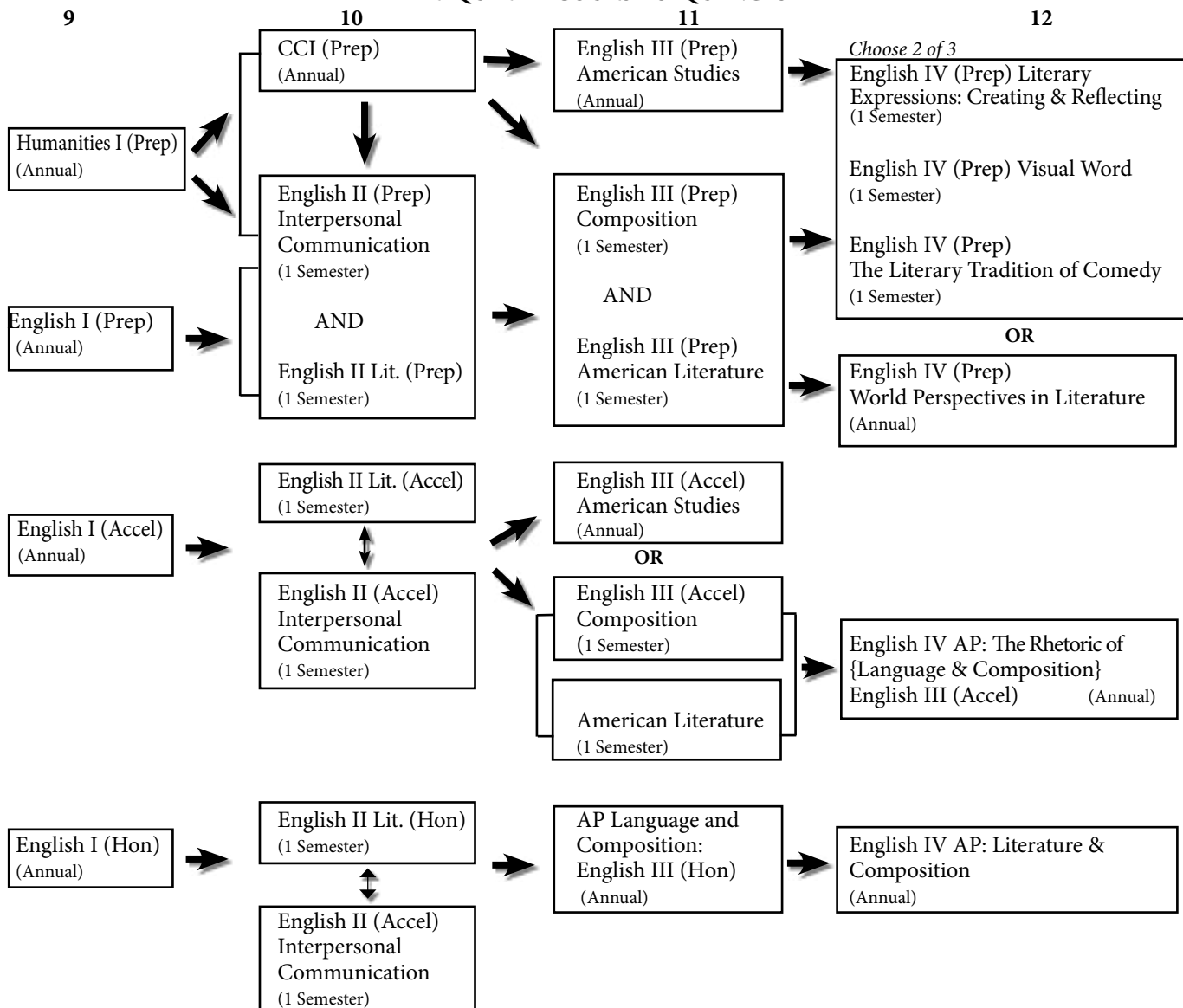
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## Language Arts Philosophy

The Language Arts Division believes that in order to become responsible and humane citizens who can intelligently contribute to society, students must understand the roles of language in the human experience and develop skills in communicating clearly, effectively, and honestly.

Language Arts by its very name suggests that students will study the language in its oral and written context and recognize the value and importance of the artistic use of language. At the center of this process is the development of the student's critical thinking skills coupled with the development of a variety of means to express those thoughts. To these ends, the Language Arts Division provides students with the necessary basic skills of reading, writing, speaking, and listening. Furthermore, it provides ample opportunities to critique and create literature, drama, speech, and media.

### REQUIRED COURSE SEQUENCES





## LANGUAGE ARTS ELECTIVE AREAS AND SEQUENCES

### Creative Writing (11-12 only)

- Creative Writing 1 (Prep/Accel)



- Creative Writing 2 (Accel)

### English Language Learners (ELL)

#### South Campus 9-10

- Beginning Reading ELL
- Beginning ELL
- Intermediate ELL
- Advanced ELL
- Beginning, Intermediate & Advanced Tutorial ELL
- World History ELL (Global Studies)
- Health ELL (Physical Education)

#### North Campus 11-12

- Beginning Reading ELL
- Beginning ELL
- Intermediate ELL
- Advanced ELL
- Beginning, Intermediate & Advanced Tutorial ELL
- U.S. History ELL (Global Studies)

### Journalism

#### South Campus 9-10

- Journalistic Writing



#### North Campus 11-12

- Newspaper Production (LION)
- Journalism: Yearbook Production (Tabulae)

### Radio/TV

#### South Campus 9-10

- Radio/TV: Radio TV Arts
- Radio: WLTL Summer Programming

- LTTV Production (Summer)
- Radio/TV: Radio TV Arts

#### North Campus 11-12

- Radio: WLTL Production
- Radio: WLTL Management
- Radio: WLTL Summer Programming

- TV Production

### Speech (School 9-12)

- Speech: Speech Arts

### Theatre

#### South Campus 9-10

- Theatre: Introduction to Theatre
- Theatre: Acting

#### North Campus 11-12

- Theatre: Acting
- Theatre: Improvisation and Mime
- Theatre: Playwriting
- Theatre: Stagecraft
- Theatre: Stage Lighting and Design
- Theatre: Summer Stock

### Other Elective Offerings North Campus 11-12

- Inter-Disciplinary Workshop (IDW) (Grade 11 only)
- Philosophy of Self-Knowledge

# Language Arts Division Standards

*The Language Arts Division has established five academic standards for student learning that guide and challenge students. Additionally, specific standards relating to each course have been developed and are distributed to students at the beginning of each course.*

## **Standard I**

### **Reading**

- A. Read with comprehension and fluency using a variety of reading strategies
- B. Understand and appreciate classical and contemporary literature representing various genres, cultures, eras, and ideas

## **Standard II**

### **Writing**

- A. Write with clarity of thought, focus, language, and syntax for varying audiences and purposes
- B. Use writing as a tool for reflection, creative expression, and discovery of personal voice

## **Standard III**

### **Presenting/Listening/Developing Media Literacy**

- A. Communicate effectively for varying audiences and purposes using spoken and visual language
- B. Listen, view, and respond respectfully to perspectives other than one's own
- C. Analyze media with understanding and fluency using a variety of strategies

## **Standard IV**

### **Researching**

- A. Generate questions and anticipate research problems for self-directed inquiry
- B. Gather, evaluate, and synthesize data from a variety of sources to communicate discoveries in ways that suit purpose and audience

## **Standard V**

### **Aesthetics**

- A. Explore the arts to build an understanding of self and culture
- B. Elect process-oriented performance classes to translate the experiences and understanding of literature into products (e.g., Theatre, Speech, Stagecraft, Lighting, Radio, Television, LION, and TAB)

- **Independent Study** Under specific conditions as outlined on p. 25 of the Guide, students may submit an application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

## English I (Prep)

Credit: 1	Level: III
Grade Offered: 9	Annual LA5116 LA5117
Prerequisite: None	

The Preparatory curriculum is designed to give students an exposure to many literary genres and types of writing. Students are introduced to core skills that will be reinforced throughout the sequence of courses at LT including strategies designed to help them improve their ability to read, write, listen, and research more effectively. Writing activities are highly structured early in the year with an expectation for students to develop into more independent writers, readers and thinkers. Grammar is primarily taught within the context of the writing and reading material. Vocabulary is emphasized to improve reading comprehension.

## English I Humanities (Prep)

Credit: 1	Level: III
Grades Offered: 9	Annual LA5046 LA5047
Prerequisite: Recommendation for Humanities	

English I Humanities is one course of three that make up the Humanities block designed to integrate the curricula of world history, English, and reading. Students are taught reading skills through the thematic teaching of content. The course explores the events of world history and the literature and non-fiction that relate to those time periods as well as make connections with current world issues. Students benefit from a lower student to adult ratio, access to current technology, and the flexibility of a three-hour block of time. The structure of the course incorporates Prep level instruction in reading, writing, listening, speaking, and researching while infusing 21st century and critical thinking skills with brain-based learning.

## Reading I Humanities

Credit: 1	Level: III
Grades Offered: 9	Annual LA5036 LA5037
Prerequisite: Recommendation for Humanities	

Reading I Humanities is one course of the three that make up the Humanities block designed to meet the individual needs of students in an interdisciplinary environment with integrated curricula joining English,

world history, and reading. Students are taught reading skills through the thematic teaching of content. The course explores the events of world history and the literature and non-fiction that relate to those time periods as well as make connections with current world issues. Students benefit from a lower student to adult ratio, access to current technology, and the flexibility of a three-hour block of time. The structure of the course incorporates Prep level instruction in reading, writing, listening, speaking, and researching while infusing 21st century and critical thinking skills with brain-based learning.

## English I (Accel)

Credit: 1	Level: IV
Grade Offered: 9	Annual LA7116 LA7117
Prerequisite: None	

The Accelerated curriculum is designed to challenge students with above-average reading and writing abilities. Intensive reading selections cover the genres of short story, drama, epic poetry and historical fiction, building from the short story to longer, more complex works while the study of poetry is integrated throughout the course. Selections are studied to emphasize the mastery of early high school skills in reading, writing, speaking, listening, media literacy, researching, and aesthetics. Grammar is studied in the context of writing. Vocabulary building is integrated with reading to prepare students for the analysis of more sophisticated works. Writing instruction involves mastering a single paragraph essay and progressing to multiple paragraph writing. Independent reading is required.

## English I (Hon)

Credit: 1	Level: V
Grade Offered: 9	Annual LA8116 LA8117
Prerequisite: None	

The Honors curriculum is designed for students who have demonstrated a potential for high achievement in the study of literature, composition, and language arts. Mastery of early high school skills is expected as a prerequisite, allowing for the student in the Honors class to apply those skills to complex interpretation and synthesis of a wide range of literary genres and types of writing. Linked with composition, studies of language and vocabulary encourage students to express ideas with clarity, coherence, and precision. Writing, research,

Credit: 1/2	Level: III
Grade Offered: 10	Fall LA5126
	Spring LA5127
Prerequisite:	English I (Prep), Humanities I (Prep) or division recommendation

The English II (Prep) curriculum is designed to continue the exploration of genres and types of writing begun freshman year. Students will focus on fiction, non-fiction, and poetry, which they are required to analyze, interpret, and evaluate. Students move to mastery of core early high school skills that will be reinforced throughout the sequence of courses at LT including strategies designed to help them improve their ability to read, write, listen, speak, present and analyze media more effectively.

Credit: 1	Level: III
Grade Offered: 10	Annual LA5226 LA5227

Prerequisite: Recommendation from Humanities or by English or Math/Science chair approval

English CCI is one course of a two-hour block that combines language arts, reading and biology. Students will continue the exploration of genres and types of writing begun freshman year in Humanities in a project-based setting, focusing on the analysis, interpretation, and evaluation of fiction, non-fiction and poetry as it mirrors, integrates, or deepens the study of biology. This course also examines how people communicate, why people communicate, and what factors affect communication both positively and negatively. Critical thinking skills and strategies learned in this course in conjunction with biology will help students critique media messages that surround us.

Credit: 1/2	Level: III
Grade Offered: 10	Fall LA5026
	Spring LA5027

**Prerequisite:** English I (Prep), Humanities I (Prep) or division recommendation

This course examines how people communicate, why people communicate, and what factors affect communication both positively and negatively. Whether one is giving a speech, participating in a group, or engaging in any other communication activity, this course will help students to interact more effectively with others. Critical thinking skills and strategies learned in this course will help students critique the media messages that surround us. While the course includes assessments of reading and writing skills, the primary assessments are performance-based, speaking opportunities.

Credit: 1/2	Level: IV
Grade Offered: 10	Fall LA7126
	Spring LA7127

**Prerequisite:** English I (Accel) or division recommendation

This course continues the exploration of genres and the writing process begun freshman year. Students will analyze, interpret and evaluate both fiction and nonfiction while employing reading strategies unique to each genre. Activities and writing assignments are designed to measure the mastery of early high school skills. Students are expected to demonstrate independent thought through discussion, composition and oral presentation. Synthesis of these skills is demonstrated through a variety of activities including in-depth research and literary analysis.

Credit: 1/2	Level: IV
Grade Offered: 10	Fall LA7256
	Spring LA7257

**Prerequisite:** English I (Accel), English I (Hon) or division recommendation

This course examines how people communicate, why people communicate, and what factors affect communication both positively and negatively. Whether one is giving a speech, participating in a group, or engaging in any other communication activity, this course will help students to interact more effectively with others. Critical thinking skills and strategies learned in this course will help students critique the communication messages that surround them. The primary assessments for the course are performance-based speaking opportunities; the reading and writing expectations are commensurate with an accelerated level of study.

**English II (Hon)**

Credit: 1/2	Level: V
Grade Offered: 10	Fall LA8126
	Spring LA8127
Prerequisite: English I (Hon) or division recommendation	

This course continues the Honors level expectations and rigor established during the freshman year. Students must demonstrate mastery of written conventions and be capable of interpreting, synthesizing, and evaluating a wide range of literary genres. Students are exposed to many forms of the written word through the reading of essays and the participation in a writer's workshop where students become experts in various rhetorical categories while simultaneously improving their writing skills. Emphasizing critical thinking, students will engage in literary analysis, peer editing of writing, studies of language. Summer reading is required.

**English III (Prep): American Literature**

Credit: 1/2	Level: III
Grade Offered: 11	Fall LA4431
	Spring LA4432
Prerequisite: English CCI, English II (Prep), English II Lit/Comm (Prep) or division recommendation	

English III Prep American Literature is designed to expose students to a variety of literary genres and styles and to teach them to engage these styles critically and creatively. Students will study plays, poetry, novels, and short stories that animate and explore American experiences of the 19th, 20th, and 21st centuries. Students will also continue to develop their writing, especially in the areas of sentence variety and fluency, incorporating and explaining evidence, developing arguments, and transitioning between ideas.

**English III (Accel): American Literature**

Credit: 1/2	Level: IV
Grade Offered: 11	Fall LA7131
	Spring LA7132
Prerequisite: English II (Accel) or division recommendation	

In English III Accel American Literature, students will investigate uniquely-American themes through literature, non-fiction and poetry. With a strong emphasis on critical reading skills, students explore the diversity within contemporary American society as they examine themes that reveal the depth and breadth of American culture. In addition, students engage in creative and analytical approaches to the writing process connected to our study of the literature.

**English III (Prep): American Studies**

Credit: 2 (1 credit for English & 1 credit for U.S. History)	Level: III
Grade Offered: 11	Annual LA5741
	LA5742
Prerequisite: English CCI, English II (Prep) or English II Lit/Comm (Prep) or division recommendation	

American Studies III (Prep) is designed for students who want to try something a little different, yet meet all the requirements of the English III (Prep) and U.S. History (Prep) courses. The course meets daily in a two-hour block of time. This unique structure creates the flexibility to more fully explore the people and events that helped shape this country's history and the literature that is informed by that history. For instance, while studying past and current trends of immigration, students will participate in a simulation of Ellis Island, read short stories and poems written by or about immigrants, and debate the melting pot and salad bowl views of American society all while reading various contemporary viewpoints regarding immigration theory and evolution. This course involves group work/collaboration, reading, writing, public speaking, presentation opportunities and tests that are geared to all English III (Prep) and U.S. History (Prep) students.

**English III (Accel): American Studies**

Credit: 2 (1 credit for English & 1 credit for U.S. History)	Level: IV
Grade Offered: 11	Annual LA7411
	LA7412
Prerequisite: English II (Accel) or (Hon) or division recommendation	

American Studies is a combination of U.S. History and American literature that meets daily in a two-hour block of time during which, most often, two classes are team taught by two teachers in one large classroom. It meets all the requirements for college preparatory English and U.S. History credit. The combination of literature and history allows students to see the connections between American culture and the historical forces that shaped it. The class is organized thematically; for example, while studying war, students read *The Things They Carried* and *Slaughter House Five* in literature and study the World Wars and Vietnam War in history while working on projects related to the idea of war and protest. These experiences often include a hands-on approach to history and literature through which students may cook a meal, throw a 20s party, give a toast or become involved in social issues. This challenging course will reward students who are intellectually curious and willing to extend themselves. This course also often relies



on group work and projects. Throughout the course, major emphasis is placed on written analytical skills that synthesize information from both courses and argumentation skills in preparation for college expectations.

### English III (Prep): Composition

Credit: 1/2	Level: III
Grade Offered: 11	Fall LA6201
	Spring LA6202
Prerequisite: English CCI, English II (Prep), English II Lit/Comm (Prep) or division recommendation	

In this class, writers train themselves to think about abstract concepts in insightful and unexpected ways. At the beginning of the semester, students are drafted into literary battle as they face-off against a fellow classmate in a bout of wit—ex: “Fight vs. Flight” or “Creation vs. Destruction”. To defend their oppositional topics, students draw from their own experiences, research, and well-known authors who have addressed their topics. Students’ growth is shown throughout the semester as they practice this oppositional-topic format three times. During the middle of the semester, students read, examine, and craft their own problem/solution pieces with a topic of their own choosing. The progression of skills taught is layered into each writing activity, culminating in the semester’s capstone project: the Multi-Genre Argument (MGA), which is based on a question that the student wishes to ask of the world. The students consult an array of rich genres to find answers to their question and evaluate the validity of those answers, ultimately coming to their own conclusions. This course is aligned with the Common Core Writing Standards.

### English III (Accel): Composition

Credit: 1/2	Level: IV
Grade Offered: 12	Fall LA7891
	Spring LA7892
Prerequisite: English II (Accel) or division recommendation	

This course exposes students to the many genres of the written word through a workshop approach to writing. Students will employ the writing process throughout the semester with the opportunity to draft, revise, edit, conference, and complete a variety of written assignments that deal with personal identity and American issues. A strong emphasis will be placed on assignment revision and reframing of the author’s message. Students will have the opportunity to work through this process with relatively unfamiliar and creative assignments. The culmination of the course is a portfolio collection of polished, multi-genre pieces.

### English III (Honors): AP Language and Composition

Credit: 1	Level: V
Grade Offered: 11	Annual LA8311
	LA8312
Prerequisite: English II (Hon) or division recommendation	

AP English Language & Composition differs from other high school English courses in its focus on rhetoric. Throughout their course of study, students will think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument as discovered in the American experience. According to the College Board, upon completion of the Language and Composition course, students should be able to analyze and interpret samples of good writing, apply effective strategies and techniques, create and sustain arguments, demonstrate an understanding and mastery of standard written English, write in a variety of genres, and move through the stages of the writing process with careful attention to inquiry and research. Students who complete this course will be prepared for and should sit for the AP Language and Composition examination. Summer reading is required.

### English IV (Prep): Literary Expressions: Creating and Reflecting

Credit: 1/2	Level: III
Grade Offered: 12	Fall LA4361
	Spring LA4362
Prerequisite: American Studies (Prep), English III (Prep) or division recommendation	

This course focuses on developing curiosity and reflective practices to promote meaningful, life-long learning through the study of literature and art. Emphasis is placed on an experiential and holistic approach that will engage students in a variety of activities to stimulate the creative process. Students will read a variety of fiction and non-fiction works, including *How to Think Like Leonardo da Vinci*, a book that celebrates the creative genius of all individuals, and *Tuesdays with Morrie*, a book that explores lessons in living a meaningful and fulfilling life. Topics such as curiosity, observation, paradox, logic and imagination will be explored. This course is student centered and actively involves students in the study of “self” while improving reading, writing, and thinking skills.

# English IV (Prep): The Visual Word: Turning Literature into Film

Credit: 1/2  
Grade Offered: 12

Level: III	
Fall	LA4391
Spring	LA4392

**Prerequisite:** American Studies (Prep), English III (Prep) or division recommendation

This course gives students the opportunity to study literature through the interpretation of filmmaking and films. Students analyze an author's use of literary devices and evaluate a director's ability to recreate these qualities in film. Artistic techniques such as lighting, editing, and cinematography are studied as ways to build traditional literary concepts such as characterization, plot, and theme. The semester culminates in an independent evaluation and presentation of a single director's body of work.

## English IV (Prep): The Literary Tradition of Comedy

Credit: 1/2  
Grade Offered: 12

Level: III	
Fall	LA4371
Spring	LA4372

**Prerequisite:** American Studies (Prep), English III (Prep) or division recommendation

This course will provide a solid, college preparatory language arts experience approached through the lens of comedy. Humor is not just about laughter; it is an important tool to criticize through satire, persuade through a smile, and illuminate through observation. Students will explore humor through nonfiction: essays, satirical news, biographies, and articles; through fiction: drama, short stories, and a novel; and visual texts: cartoons, advertisements, and comic performance. Emphasis will be placed on analysis and synthesis through discussion, reading, writing, and researching.

## English IV (Prep): World Perspectives in Literature

Credit: 1  
Grade Offered: 12

Level III  
Annual LA5231  
LA5232

**Prerequisite:** American Studies (Prep), English III (Prep), or division recommendation

This annual literature-based course examines universal themes and provides students the opportunity to discover and appreciate diverse value systems through encounters with global fiction, non-fiction, and visual text. Students will participate in activities including close reading, writing, research, discussion, and presen-

tation in order to explore how authors wrestle with what it means to be human; how universal forces shape us; how we evolve in the face of psychological, religious, and philosophical struggle; and how we experience boundaries and form identity. The work in this class will provide a strong foundation for success in college and career.

**English IV AP:**  
**Rhetoric of {Language & Composition}**

Credit: 1  
Grade Offered: 12

Level: V  
Annual LA8351  
LA8352

**Prerequisite:** American Studies Accel, English III Accel  
or division recommendation

The English IV AP: Rhetoric of {Language and Composition} course will provide students with an AP experience in critical thinking, close reading, and persuasive writing skills. Using a wide range of fiction and non-fiction genres, students will study the art of persuasion, learning about the various methods authors and speakers employ to create arguments for a variety of purposes and audiences. Students will also learn to apply those persuasive strategies to their own writing. In accordance with College Board requirements, upon completion of an AP Language and Composition course, students should be able to analyze and interpret samples of good writing, apply effective strategies and techniques, create and sustain arguments, demonstrate an understanding and mastery of standard written English, write in variety of genres, and move through the stages of the writing process with careful attention to inquiry and research. Students who complete this course will be prepared for and should sit for the AP Language and Composition exam.

## LANGUAGE ARTS ELECTIVE AREAS AND SEQUENCES

- An \* asterisk following “credit” indicates a course which may be applied towards the Creative Arts graduation requirements.
- **Independent Study** Under specific conditions as outlined on p. 25 of the Guide, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

### English IV (Honors): AP Literature & Composition

Credit: 1  
Grade Offered: 12  
Level: V  
Annual LA8241  
LA8242  
Prerequisite: English III (Hon) or division recommendation

The Honors English program culminates in AP Literature and Composition. Designed for students who are highly motivated and have achieved a high level of language arts skill, the course prepares students for the English Literature and Composition AP Exam, according to the curricular requirements described in the AP English Course Description, as well as for college courses in literature and writing. The course includes an intensive study of selected works from various genres from *Beowulf* to contemporary literature. Emphasis is on close reading of novels, plays, essays, and poetry, followed by discussion and written analysis of those texts. All student compositions require a critical understanding of the textual details and themes found in the literature studied. Students will have opportunities to write and revise formal, extended analyses and timed in-class responses. Moreover, students will be provided with instruction and feedback on their writing assignments throughout the process of their compositions. Summer reading is required. Some of the authors studied in the course include Shakespeare, Gardner, Conrad, Woolf, Ellison, Heller and Joyce.

### Creative Writing 1 (Prep)

Credit: 1/2\* (cr/nc)  
Grade Offered: 11, 12  
Level: III  
Fall LA6211  
Spring LA6212  
Prerequisite: English II (Prep), English II Lit/Comm (Prep), English CCI

This is a class for anyone who has a passion for reading, an appreciation for the written and spoken word, and a desire to record what one has thought and lived through a combination of workshops, exercises and discussions. We will explore the process of writing short fiction, dra-

matic scripts, creative non-fiction and poetry; provide both active readers and thoughtful responses; and emphasize the development of critical skills that are useful for revising and editing writing.

### Creative Writing 1 (Accel)

Credit: 1/2\* (cr/nc)  
Grade Offered: 11, 12  
Level: IV  
Fall LA7811  
Spring LA7812  
Prerequisite: English II

See the course description for Creative Writing 1 (Prep). Skills taught and practiced in the preparatory level course are taught and practiced here in greater depth.

### Creative Writing 2 (Accel)

Credit: 1/2\* (cr/nc)  
Grade Offered: 11, 12  
Level: IV  
Spring LA7822  
Prerequisite: Creative Writing I (Accel) or recommendation by the teacher of Creative Writing 1 (Prep)

Building on the skills developed in Creative Writing 1, this course gives the student more practice in writing short fiction, dramatic scripts, and poetry. Each student is offered the opportunity to select one or more of the aforementioned areas of study and to specialize in that genre. The student can expect a supportive workshop setting, careful consideration of his/her work, and individual guidance in the reading and writing of his/her chosen area for writing.

## Journalism: Journalistic Writing

Credit: 1/2*	Level: IV
Grade Offered: 9, 10	Fall LA5736 Spring LA5737

You'll interview students, write stories that could get published in the student newspaper, and solve the problems that typically face reporters and editors. Designed to offer students background and practice in basic journalism concepts and skills, Journalistic Writing units include news gathering/interviewing, news writing, feature writing, headline writing, copy editing, press law, and page design. Oral and written communication skills, as well as critical thinking and problem solving skills, will be exercised. Stories written for class assignments may be published in the **Lion**. Journalistic Writing students may apply for membership on Lion staff during their sophomore year.

## Journalism: Newspaper Production (*Lion*)

Credit: 1* (dc)	Level: IV
Grade Offered: 11, 12	Annual LA5711 LA5712

Prerequisite: A grade of B or better in Journalistic Writing, and an application-interview process, including an English teacher recommendation

Students do all the work necessary to produce the award-winning school paper, **Lion**. Staff positions include managing editor, copy editor, advertising manager, photo manager, page editors (news, sports, opinion, in-depth, and feature), photographer, and reporter. Staff members gather news, research and write copy, and help complete pages. Students who hope to be photographers are urged to take Photography (p. 59). Because this is a student publication, all responsibilities, from the planning of the content and design of an issue to the developing and printing of photos and the completion of the paper on Macintosh computers, are handled by students. After school work is necessary for the completion of each issue.

## Journalism: Yearbook Production (*Tabulae/TAB*)

Credit: 1* (dc)	Level: IV
Grade Offered: 11, 12	Annual LA5721 LA5722

Prerequisite: A portfolio, five teacher recommendations, (including one from the current English teacher), an application; and an interview

Producing the yearbook is the responsibility of the **Tab** editors selected for this course. Editors, writers, photographers, and layout-designers are involved in the study of such journalistic principles as copy writing and copy fitting, interviewing, layout/design, headline writing and headline counting, photography and photo-cropping, proofreading, and yearbook staff organization. Mutual cooperation within these areas of specialization and the ability to share in the production efforts of other staff members outside of the specialized areas will be required. Leadership roles will be defined, and leadership skills will be developed as the staff serves the school and the community. Separate staff applications will be available through English classes in May. Do **not** register in the usual manner. Wait until May when applications are available.

## Philosophy of Self-Knowledge

Credit: 1/2 (cr/nc)	Level: IV
Grade Offered: 11, 12	Fall LA4141 Spring LA4142

Prerequisite: None

This course is a survey of the history of western philosophy from the pre-Socratics to Bertrand Russell. The goal of the course is to introduce the student to the study of interesting and relevant ideas and to offer a range of responses to such questions as "Who am I?" "What is the meaning of life?" "What is the nature of the external world?" "Is there a difference between what we claim to believe and what we claim to know?" and "What is knowledge?" Some of the philosophers discussed in class are Plato, Aristotle, Descartes, Kant, Schopenhauer, and Wittgenstein. The course covers such topics as Determinism, Existentialism, the problem of evil, and arguments in the philosophy of religion and ethics. The prerequisite skills for taking the course include the ability to read a text critically, to listen attentively, to take effective notes, and to reflect upon abstract concepts and various belief and value systems. Students are able to use their notes for all quizzes and tests. The course is recommended for students who are interested in psychology, literature, history, and/or science.



## Radio/TV: Radio/TV Arts

Credit: 1/2* (cr/nc)	Level: III
Grade Offered: 9, 10	Fall LA9116
	Spring LA9117
Prerequisite: None	

Students are introduced to basic broadcasting skills and the role of radio and television in our society. Broadcasting history, media terminology, radio and TV production techniques, advertising, and the business aspects of media are studied. Students will be given opportunities to explore the influence of the audio and video media on education, business, and their personal lives. Students will learn the fundamentals of radio and television production through activities using the South Campus radio studio, handheld video cameras and digital editing equipment.

## Radio: WLTL Management

Credit: 1* (cr/nc)	Level: IV
Grade Offered: 11, 12	Annual LA9711
	LA9712

**For a limited number of staff positions**, WLTL faculty advisors select applicants who best meet the following criteria:

1. have completed all local and federal testing;
2. have one year WLTL experience;
3. demonstrate character, leadership, and service as defined by the WLTL manual; and
4. submit a completed application and undergo an interview.

Students learn radio management procedures and practices in promotion, sales, programming, engineering, news, sports, public service, research, and FCC law. Students are involved in the operation and management of WLTL. This class is comprised of the WLTL student executive board and students interested in the responsibility of media and business management. This course provides continuous evaluation of WLTL through daily seminars with advisors. This course provides actual on-the-job management training and skills for advanced students in the broadcasting curriculum. Introductory parliamentary procedure is also taught.

## Radio: WLTL Production

Credit: 1/2* (cr/nc)	Level: III
Grade Offered: 11, 12	Fall LA9151
	Spring LA9152
Prerequisite: None	

Students learn how to operate radio broadcasting and production equipment as they learn how a radio station is staffed and operated. Students write, research, and

produce various programs for WLTL and learn to operate all equipment for their productions. This course also includes all the training a student needs to operate WLTL. The course develops student skills in audio production techniques, becoming an on-air talent, news and script writing and operating all of the technical controls. You and the programs you produce will air both pre-recorded and live on the school's radio station, 88.1 FM, WLTL.

## Speech: Speech Arts

Credit: 1/2* (cr/nc)	Level: III
Grade Offered: 9, 10	Fall LA5016
	Spring LA5017
11, 12	Fall LA5011
	Spring LA5012

Prerequisite: None

This course is a traditional public speaking class with concentrations in organization, content, and delivery. Students will present a variety of speeches using multiple methods. The course is designed to improve poise and self-confidence in all speaking situations and to develop logical thinking skills in academic and business situations. It is good preparation for the Interpersonal Communications course. It is also an excellent way to further the skills learned in Interpersonal Communications.

## Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered: 11, 12	Fall LA5551
	Spring LA5552
	Summer LA5558, LA5559

This course is designed for the student who is seeking work experience in an area that they wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for duplicate credit. It is the sole discretion of each department team to recommend the student for a work internship. Application does not guarantee admission.

## Theatre: Acting

Credit: 1/2\* (cr/nc) (dc)      Level: III  
 Grade Offered: 10, 11, 12      Fall      LA9241  
 Prerequisite: None

This beginning acting course provides students opportunities for learning the basic techniques and skills of dramatic and comic performance. Theatre games and exercises, monologues, duet scenes and reader's theatre are taught. Performances for school and community audiences MAY occur during the second nine weeks of the course. A second semester's work may be taken for credit.

## Theatre: Improvisation and Mime

Credit: 1/2\* (cr/nc) (dc)      Level: III  
 Grade Offered: 11, 12      Fall      LA9221  
 Prerequisite: None      Spring      LA9222

The first half of the course concentrates on mime. Students learn pantomime techniques and scenario development while performing individual mimes, mimes to music, and duet mimes. Movement is then combined with improvisational acting techniques (acting without a script), all of which culminate in performance opportunities for school and community groups.

## Theatre: Playwriting

Credit: 1/2\* (cr/nc) (dc)      Level: III or IV  
 Grade Offered: 11, 12      Fall      LA9311  
    Spring      LA9312  
 Prerequisite: None

This course is designed to familiarize students with the collaborative process of playwriting for the theatre. Students will gain experience in the writing of monologues and scenes, the structuring of comedic and dramatic material, and the function of rewrites in the rehearsal process. Students will also read published plays. The final product will be an original short play. Selected plays may be produced for public performance.

## Theatre: Stagecraft

Credit: 1/2\* (cr/nc) (dc)      Level: III  
 Grade Offered: 11, 12      Fall      LA5511  
    Spring      LA5512  
 Prerequisite: None

This course is a one-semester course which includes building, rigging and flying of scenery and scene painting for plays produced by LT in the Reber Center for the Performing Arts and the South Campus Performing Arts Center. A second semester's work may be taken for credit.

## Theatre: Stage Lighting and Design

Credit: 1/2\* (cr/nc) (dc)      Level: III  
 Grade Offered: 11, 12      Fall      LA6711  
    Spring      LA6712  
 Prerequisite: None

This one-semester course includes theory and practice of stage lighting. Focus, repair, setting, color media, and switchboard operation are studied. A second semester's work may be taken for credit.

## Theatre: Introduction to Theatre

Credit: 1/2\* (cr/nc)      Level: III  
 Grade Offered: 9, 10      Fall      LA9216  
    Spring      LA9217  
 Prerequisite: None

This survey course introduces students to performance and history. Students will study varying aspects of theatre history from the ancient Greeks to the origins of Western Drama and the Modern Masters. Students are assessed through written work and performances which may include monologues, scene work, and short one-act plays.

## LTTV Television Production

Credit: 1/2\* (cr/nc) (dc)      Level: III or IV  
 Grade Offered: 9, 10      Fall      LA9276  
    Spring      LA9277  
    11, 12      Fall      LA9271  
    Spring      LA9272  
 Prerequisite: None

Students learn elements of television production and digital filmmaking. The course explores pre-production (writing, planning, design), production (using the cameras, lights, microphones, and other equipment), and post-production (editing, graphics, music). Students work with LTTV's studio, production truck, portable equipment, and editing suites in a hands-on, workshop environment. Students will complete a variety of individual and group projects, and will be required to work as crew members on production truck and studio shoots, outside of class time. The projects that students produce may even be aired on LTTV! The elective may be repeated, with more advanced projects and responsibilities being involved.

Note: South Campus students taking TV Production will commute 10th period to North Campus.



## Summer Academic Programs

### Radio: WLTl Summer Programming

Credit: 1/2\* (cr/nc) Level: III  
 Grade Offered: 9, 10 Summer LA9176  
 11, 12 Summer LA9171

Prerequisite: None

This course is offered so that students may qualify for on-air work at WLTl. Students already qualified will do advanced work while operating the station during the summer. Students will learn the goals, policies, procedures of the student-operated radio station, and will study the WLTl Manual, FCC rules and regulations, announcing techniques, equipment operation procedures, and production techniques. By the end of the three-week session, students will be qualified to DJ on the air and produce programs using the production studios. This course enables students to qualify for on-air work during the next school year.

### Theatre: Summer Stock (Summer Academic Program only)

Credit: 1/2\* (cr/nc) Level: III  
 Grade Offered: 9, 10 Summer LA6451  
 11, 12 Summer LA6452  
 Prerequisite: None

Enjoy everything theater has to offer - movement, acting, building, painting sets, lighting, make-up, and more. Only for the very interested, this whirlwind tour through theater will end in a performance in the Reber Center. Limited enrollment.

### LTTV Production

Credit: 1/2 (cr/nc) Level: III or IV  
 (CR/NC at Level III credit only)  
 Grade Offered: 9—12 Summer LA9271  
 Prerequisite: None

Students learn elements of television production and digital filmmaking. The course explores pre-production (writing, planning, design), production (using the cameras, lights, microphones, and other equipment), and post-production (editing, graphics, music). Students work with LTTV's studio, production truck, portable equipment, and editing suites in a hands-on, workshop environment. Students will complete a variety of individual and group projects, and will be required to work as crew members on production truck and studio shoots, outside of class time. The projects that students produce may even be aired on LTTV! The elective may be repeated, with more advanced projects and responsibilities being involved.

# Language Arts Classes

*When choosing Annual Courses, you will need the first and second semester codes.*

## Freshman Courses

LA5036/7	Humanities Reading
LA5046/7	Humanities English
LA5116/7	Eng I Prep
LA7116/7	Eng I Accel
LA8116/7	Eng I Hon

### Elective Fall Only Creative Arts

LA5736	Journalistic Writing
LA9276	LTTV Production (NC)
LA9116	Radio/TV Arts
LA5016	Speech Arts
LA9216	Intro to Theatre

### Elective Spring Only Creative Arts

LA5737	Journalistic Writing
LA9277	LTTV Production (NC)
LA9117	Radio/TV Arts
LA5017	Speech Arts
LA9217	Intro to Theatre

## Sophomore Courses

### Annual

LA5226/7	English II CCI- Prep
LA5116/7	English I – Prep
LA7116/7	English I – Accel
LA8116/7	English I – Hon

### Required Semester Courses

LA5026/7	IPC Eng II Prep
LA5126/7	English II – Prep
LA7256/7	IPC Eng II Accel
LA7126/7	English II – Accel
LA8126/7	English II – Hon

### Elective Fall Only Creative Arts

LA5736	Journalistic Writing
LA9276	LTTV Production (NC)
LA9116	Radio/TV Arts
LA5016	Speech Arts
LA9216	Intro to Theatre
LA9246	Theatre Acting

### Elective Spring Only Creative Arts

LA5737	Journalistic Writing
LA9277	LTTV Production (NC)
LA9117	Radio/TV Arts
LA5017	Speech Arts
LA9217	Intro to Theatre

## Junior and Senior Courses

LA5741/2	English III Prep: Am. Studies
LA7411/2	English III Accel: Am. Studies
LA8311/2	English III Hon/AP: Lang & Comp
LA8351/2	English IV AP: Rhetoric
LA8241/2	English IV AP: Lit. & Comp.
LA9711/2	Radio: WLTL Management

### Required Semester Courses Fall & Spring

LA4431/2	English III-Prep: Am. Literature
LA7131/2	English III-Accel: Am. Literature
LA6201/2	English III Prep: Composition
LA7891/2	English III Accel: Composition

LA4371/2	English IV-Prep: Tradition of Comedy
LA4361/2	English IV Prep: Lit Ex: Cr & Ref
LA4391/2	English IV Prep: Visual Word
LA5231/2	English IV Prep: World Perspectives in Literature

### Elective Fall Only

LA6211	Creative Writing 1 Prep
LA7811	Creative Writing 1 Accel.
LA4141	Philosophy of Self Knowledge
LA9271	LTTV Production
LA9151	Radio: WLTL Production
LA5011	Speech: Speech Arts
LA9241	Theatre: Acting
LA9221	Theatre: Improvisation & Mime
LA5511	Theatre: Stagecraft
LA6711	Theatre: Stage Lighting & Design
LA9311	Theatre : Playwriting

### Elective Spring Only

LA6212	Creative Writing I Prep
LA7812	Creative Writing I Accel
LA7822	Creative Writing II Accel
LA4142	Philosophy of Self Knowledge
LA9272	LTTV Production
LA9152	Radio: WLTL Production
LA5012	Speech: Speech Arts
LA9222	Theatre: Improvisation & Mime
LA5512	Theatre: Stagecraft
LA6712	Theatre: Stage Lighting & Design
LA9312	Theatre: Playwriting

### Fall or Spring

LA5551/2	Career Internship
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# Did you know these famous people majored in English?

- Dave Barry - Writer, Humorist
- Carol Browner - Former Head of the Environmental Protection Agency
- Johnny Carson - Talk Show Host
- Tom Clancy - Writer
- Mario Cuomo - Former Governor of New York
- Matt Damon - Actor
- Michael Eisner - Former CEO of Disney
- Kathryn Fuller - Former CEO of the World Wildlife Fund
- A. Bartlett Giamatti - Former President of Yale; Former Commissioner of MLB
- Stephen King - Author
- Arthur Miller - Playwright
- Paul Newman - Actor
- Conan O'Brien - Talk Show Host
- Sally Ride - Astronaut
- Diane Sawyer - Broadcast Journalist
- Martin Scorsese - Filmmaker
- Paul Simon - Songwriter
- Dr. Seuss - Children's Author
- Harold Varmus - Nobel Laureate in Medicine
- Barbara Walters - Broadcast Journalist
- Pete Wilson - Former Governor of California
- Renee Zellweger - Actress



*University of Arkansas Little Rock, English Department Web Page*

## Have you ever considered a career as a...

- |                             |                        |                          |
|-----------------------------|------------------------|--------------------------|
| <b>Publications Careers</b> | <b>Performing Arts</b> | <b>Communication</b>     |
| Columnist                   | Actor/Actress          | Announcer                |
| Editor                      | Camera Operator        | Disc Jockey              |
| Editorial Cartoonist        | Cinematographer        | Radio Management         |
| Freelance Writer            | Director               | TV Management            |
| Journalist                  | Drama Critic           | TV Production            |
| Literary Critic             | Film Maker             |                          |
| Novelist                    | Lighting Designer      | <b>Education Careers</b> |
| Playwright                  | Lighting Technician    | Interpreter              |
| Poet                        | Screen Writer          | Librarian                |
| Prose Writer                |                        | Teacher/Professor        |
| Publisher Reporter          | <b>Marketing</b>       | Researcher               |
| Publisher                   | Advertising            |                          |
| Reporter                    | Marketing Agent        |                          |
| Writer                      | Advertising Management |                          |

## **English Language Learning**

Beginning ELL

Intermediate ELL

Advanced ELL

Beginning Reading ELL

Beginning Tutorial ELL

Health ELL

Intermediate/Advanced Tutorial ELL

Language Learning Experience ELL (summer only)

US History ELL

World History ELL

# ***English Language Learners***

## English Language Learning (ELL)

English Language Learning courses are part of an integrated program that supports language acquisition through focused Health, Language Arts, and Social Studies courses for students determined to be an English Language Learner (ELL). The ELL Program provides and accelerates English language acquisition skills so students may become proficient in English, leading to success in their schoolwork and in life. All ELL courses are also listed in the **Guide** in their respective departments.

English Language Learner (ELL) identification and confirmation will be determined by results from the ACCESS test given annually to qualifying incoming freshmen for Beginning ELL, Intermediate ELL, Advanced ELL, and transfer students as needed.

### Beginning ELL

Credit: 1 (dc)	Level: III
Grade Offered: 9, 10	Annual LA9036
	LA9037
11, 12	Annual LA9031
	LA9032

Prerequisite: English Language Learner (ELL) identified and confirmed, and approval of ELL Coordinator

This course, which students may repeat for credit as often as necessary, helps students with little or no fluency in English gain basic communication skills in listening, speaking, reading, and writing. These students also enroll in Beginning ELL Reading.

### Intermediate ELL

Credit: 1 (dc)	Level: III
Grade Offered: 9, 10	Annual LA9136
	LA9137
11, 12	Annual LA9131
	LA9132

Prerequisite: English Language Learner (ELL) identified and confirmed, with approval of ELL Coordinator

This course, which students may repeat for credit as often as necessary, provides students with intensive practice in language skills through content vocabulary, class discussions and interactive exercises. Students will improve speaking and listening as well as reading and writing proficiencies at a level beyond the beginning stages of language acquisition. The state language assessment, ACCESS test, will be used to help determine placement for Intermediate ELL.

## Advanced ELL

Credit: 1 (dc)	Level: III
Grade Offered: 9, 10	Annual LA9046
	LA9047
11, 12	Annual LA9041
	LA9042

Prerequisite: English Language Learner (ELL) identified and confirmed, and approval of ELL Coordinator

This course, which students may repeat for credit as often as necessary, provides students with intensive practice in language skills necessary for success in the regular classroom. Through lectures, class discussions, and interactive exercises, students receive ample opportunity to improve speaking and listening as well as reading and writing proficiencies.

### Beginning Reading ELL

Credit: 1 (dc) (cr/nc)	Level: III
Grade Offered: 9, 10	Annual LA0856
	LA0857
11, 12	Annual LA0851
	LA0852

Prerequisite: English Language Learner (ELL) identified and confirmed, with approval of ELL Coordinator

The Beginning ELL Reading program assists students in increasing reading skills, improving reading in context and improving academic achievement. This course is designed for students with little or no fluency in English who will be identified through the ACCESS test. Students will be concurrently enrolled in Beginning ELL and Beginning ELL Tutorial.

### Beginning Tutorial ELL

Credit: 1 (cr/nc) (dc)	Level: III
Grade Offered: 9, 10	Annual LA9026
	LA9027
11, 12	Annual LA9021
	LA9022

Prerequisite: English Language Learner (ELL) identified and confirmed, with approval of ELL Coordinator

This class offers students tutorial assistance with academic classes as well as skill training in areas necessary to be successful within the Beginning ELL program and/or regular education programs. This course offers students more individual attention and support. These students also enroll in Beginning ELL Reading and Beginning ELL.

## Intermediate and Advanced Tutorial ELL

Credit: 1 (cr/nc) (dc)	Level: III
Grade Offered: 9, 10	Annual LA9076 LA9077
11, 12	Annual LA9071 LA9072

Prerequisite: English Language Learner (ELL) identified and confirmed, with approval of ELL Coordinator

This course, which students may repeat for credit as often as necessary, provides students with intensive practice in language skills necessary for success in the regular classroom. This course is designed for the Intermediate and Advanced ELL students as well as those students who are transitioning out of the ELL program. Through content area vocabulary, class discussions, and interactive exercises, students receive ample opportunity to improve speaking and listening as well as reading and writing proficiencies.

## Health ELL

Credit: 1/2	Level: III
Grade Offered: 10	Fall PE9356 Spring PE9357

Prerequisite: English Language Learner (ELL) identified and confirmed, with approval of ELL Coordinator

This course will meet the State of Illinois Health Education requirement. This course will assist the acquisition of health education material in a sheltered environment.

## U.S. History ELL

Credit: 1 (dc)	Level: III
Grade Offered: 11, 12	Annual SS3411 SS3412

Prerequisite: English Language Learner (ELL) identified and confirmed, and approval of ELL Coordinator

U.S. History ELL attempts to promote student understanding of the numerous factors which have played a part in the development of American society. Areas of concentration and study begin with the colonial period and conclude with the issues of contemporary America. Emphasis is placed on developing reading and writing skills. This course is especially designed for those students who are learning to speak, read, and write in English as their second language.

## World History ELL

Credit: 1	Level: III
Grade Offered: 9, 10	Annual SS5846 SS5847

Prerequisite: English Language Learner (ELL) identified and confirmed, with approval of ELL Coordinator

World History ELL aims to help the students understand the complex world in which they live by developing awareness of the thoughts and feelings of people within their own culture, as well as relating events in the past to the present and to the future. This course is especially designed for those students who are learning to speak, read, and write in English as their second language. Students study history, geography, political systems, and social and cultural life that are basic to the study of human development.

## Language Learning Experience ELL (Summer School Only)

Credit: 1/2 (cr/nc) (dc)	Level: III
Grade Offered: 9, 10 11, 12	Summer LA9056

Prerequisite: Placement scores on ACCESS test or recommendation of ELL Director and/or Associate School Language Arts Teacher / ELL Teacher

This course allows students to improve their functional literacy skills in an environment that encourages practical use of the English language using core content specific vocabulary. Students will improve their English language skills as defined by both Lyons Township and the ISBE as; Listening, Speaking, Reading and Writing. Students will increase interest and motivation to read, and be engaged in a successful high school experience prior to the start of the school year. This course gives students the opportunity to establish positive relationships with ELL teachers, peers, and community members.



# English Language Learner Classes

*When choosing Annual Courses, you will need the first and second semester codes.*

## Freshman Courses

### Annual

LA0186/7	English TBA (No Test)
LA0856/7	ELL BEG Reading
LA9036/7	ELL Beginning
LA9136/7	ELL Intermediate
LA9046/7	ELL Advanced
LA9026/7	ELL Beg Tutorial
LA9076/7	ELL Inter/Adv Tutorial
SS5846/7	World History ELL

## Sophomore Courses

### Annual

LA0856/7	ELL Beg Reading
LA9036/7	ELL Beginning
LA9136/7	ELL Intermediate
LA9046/7	ELL Advanced
LA9026/7	ELL Beg Tutorial
LA9076/7	ELL Inter/Adv Tutorial
SS5846/7	World History ELL

### Fall

PE9356	Health ELL
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### Spring

PE9357	Health ELL
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## Junior and Senior Courses

### Annual

LA0851/2	ELL Beg Reading
LA9031/2	ELL Beginning
LA9131/2	ELL Intermediate
LA9041/2	ELL Advanced
LA9021/2	ELL Beg Tutorial
LA9071/2	ELL Int/Adv Tutorial
SS3411/2	US History ELL



Algebra  
Advanced Algebra w/ Trigonometry  
AP Calculus AB  
AP Calculus BC  
College Algebra  
AP Computer Science A  
Geometry  
Intermediate Algebra  
Seminar I - Math  
Pre-Calculus  
AP Statistics  
Trig/Pre-Calculus  
Career Internship Program

# *Mathematics*

**Ms. Michele Chapman, Division Chair**  
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 EMAIL: mchapman@lths.net

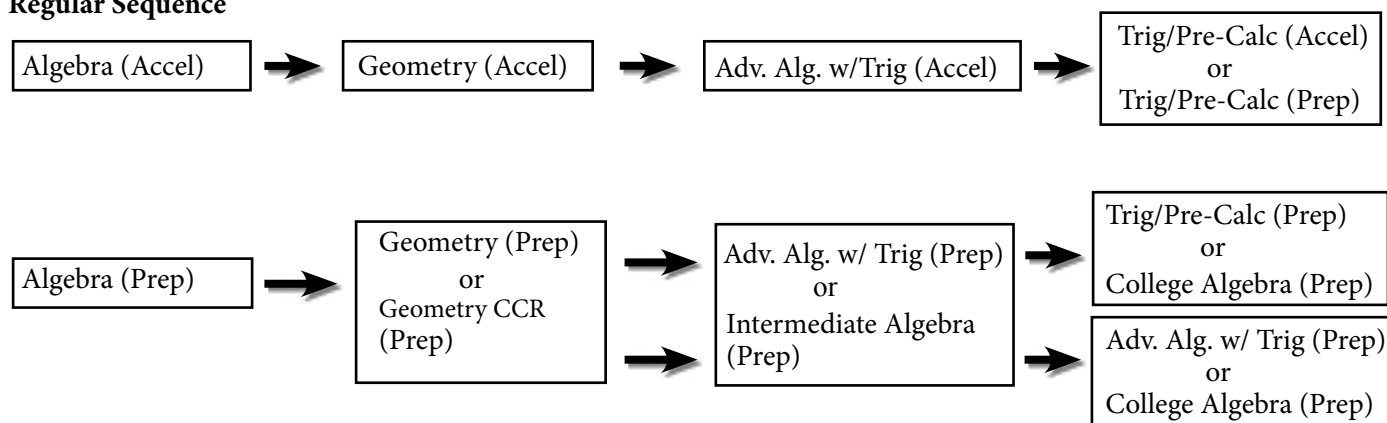
**Ms. Amber Beemer, Assistant Division Chair**  
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## Mathematics Department Philosophy

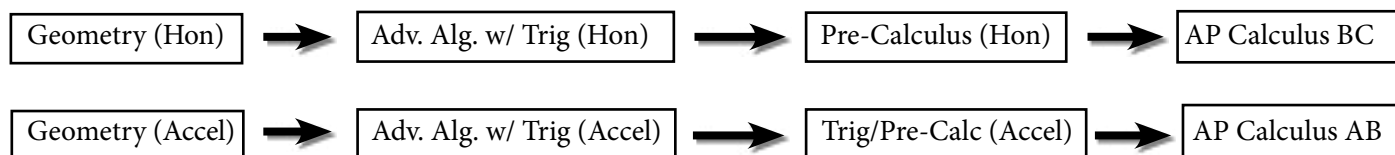
The mathematics curriculum has been developed to help students value mathematics, become confident in their abilities to do mathematics, become mathematical problem solvers, and to communicate and reason mathematically. Students, as a result of the high school mathematics experiences, should be able to model problems with the appropriate operations and equations, apply a variety of approaches and techniques to solve problems, understand the underlying mathematical features of problems, see the applicability of mathematical ideas to common and complex problems, use logical reasoning to present an argument, and employ technology to explore mathematical ideas and solve problems.

### Regular Sequence



### Advanced Sequence

Students who successfully completed Algebra (Accel) in Grade 7 or 8 and received a satisfactory score on the semester final exams will receive one unit of high school credit on a pass/fail basis and are eligible for one of the following mathematics sequences. The high school credit will be awarded after successful completion of one year of mathematics while enrolled in high school.



### Other Electives

#### South Campus 9-10

- Seminar I - Math

#### North Campus 11-12

- AP Computer Science A
- AP Statistics
- IDW

# Mathematics Department Standards

*The LTHS Mathematics Department has adopted the following eight principles in conjunction with both the Illinois State Standards and the Common Core State Standards. These principles and standards guide academic programs, courses and challenge students. Additionally, specific academic course standards have also been developed. These are distributed to students at the beginning of each semester or annual course.*

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## LTHS Mathematics Principles

### Common Core State Standards for Mathematical Practice

<b>Standard I</b>	<b>Make sense of problems and persevere in solving them.</b>
<b>Standard II</b>	<b>Reason abstractly and quantitatively.</b>
<b>Standard III</b>	<b>Construct viable arguments and critique the reasoning of others.</b>
<b>Standard IV</b>	<b>Model with mathematics.</b>
<b>Standard V</b>	<b>Use appropriate tools strategically.</b>
<b>Standard VI</b>	<b>Attend to precision.</b>
<b>Standard VII</b>	<b>Look for and make use of structure.</b>
<b>Standard VIII</b>	<b>Look for and express regularity in repeated reasoning.</b>

## Requirements

While a minimum of three years of high school mathematics is required for graduation, many students take four years of mathematics. The state of Illinois requires each student to take an Algebra and a Geometry course for two of the three required credits. It is suggested that students who desire to attend college study requirements specific to their school of interest. Most state universities in Illinois require three years of mathematics through Advanced Algebra for unconditional admission. Pre-Calculus may also be required.

## Placement

The Division Chair evaluates the performance of each incoming student. Placements is based upon an integrated analysis of the following performance indicators.

- Standardized test scores on the EXPLORE
- Information from the eighth grade teachers

After the initial placement of incoming freshman using EXPLORE scores, 8th grade teachers review the results and recommend further changes based on skills and supports. Parents are then notified of the final placement.

Students who have completed Algebra (Accel) in the seventh or eighth grade are given a two-part, two-day test. These tests are given by their middle school teacher as the final semester exams for the course. Until the final test scores are received in June, placement for these student will be listed as “math to be determined”. Students must achieve specific scores on the final exams and the EXPLORE test for placement into Geometry Honors (incoming 8th & 9th grade students) or Geometry Accel (incoming 9th grade only). Parents will be notified by letter regarding final placement in June.

## Incoming Freshmen

Students who are placed beyond Algebra (Accel) will receive credit for Algebra only after s/he has successfully completed Geometry (Accel) or Geometry (Hon). Please note that credit will not appear on the student's transcript until the end of the first semester of the sophomore year. This credit will not apply to the three years of math credit required by the state of Illinois for high school graduation, nor will the level be designated.

Due to the sequential nature of mathematics courses, students who receive F's for first semester grades may have a level change, be dropped to a different course, and/or enter a staggered semester course.

## Calculator Requirements

All Math courses require a Texas Instruments TI84+ graphing calculator.

- Calculators are available in area stores, through LTHS at freshman processing, and the LTHS Bookstore.
- Calculators will be provided to students on free and reduced lunch plans. Students and parents should contact the Bookstore for more information.

## Mathematics and Advanced Placement (AP)

A student may enroll in the following mathematics AP courses:

1. **AP Calculus AB** Students who have successfully completed Trig/Pre-Calculus (Accel) may enroll in AP Calculus AB. This two-semester course is especially designed for strong students with interest in mathematics and/or science. Completion of this course qualifies students to take the AP Calculus AB Examination.
2. **AP Calculus BC** Students who have successfully completed Pre-Calculus (Hon) may enroll in AP Calculus BC. This two-semester course is especially designed for excellent students with high interest in mathematics and/or science. Completion of this course qualifies students to take the AP Calculus BC examination.
3. **AP Computer Science A** College-bound students who have completed Advanced Algebra w/ Trigonometry (Prep) or above may enroll in AP Computer Science A. This two-semester course is especially designed for students interested in programing language, such as JAVA, data structures, algorithms, and computer applications. Completion of this course qualifies students to take the AP Computer Science A examination.
4. **AP Statistics** Students who have successfully completed Advanced Algebra w/ Trigonometry (Prep) or above may enroll in AP Statistics. This two-semester course is especially designed for strong students with an interest in an introductory, non-calculus based course in statistics. This course does not satisfy a college trigonometry requirement. This course qualifies students to take the AP Statistics examination.

## Algebra (Prep) 131/132

Credit: 1                      Level: III  
Grade Offered: 9, 10      Annual   MA4136  
   MA4137  
Prerequisite:   None

This introductory course in algebra intensively studies the language of algebra. Students begin their study of the real number system and its properties. The course is designed to convey an understanding of the meaning and use of variables, formulas, equations and inequalities, exponents, functions, graphs, and an introduction to probability and statistics. The fundamental processes with algebraic expressions are taught, including simple cases of factoring and work with algebraic fractions. The significance of problems and of problem solving is emphasized throughout the course. Material covered in this course will not only provide students with a foundation of algebra to be applied in future courses, but will also prepare students for college level course work.

## Seminar I - Math

Credit: 1/2                      Level: III  
Grade Offered: 9, 10      Fall      ST0816  
   Spring   ST0817  
Prerequisite:   Division Chair approval

Seminar I-Math is a course that offers support for students enrolled in Algebra (Prep). Seminar I-Math focuses on activities and instruction to develop mathematical skills and reinforce mathematical concepts. The course is taught by a math teacher. ALEKS, a computer-based mathematics instructional tool, will complement teacher instruction. Students who struggle in Algebra (Prep) during the first two weeks of each semester will be encouraged to enroll. Students can enroll in the course as an annual, fall only, or spring only course.

## Did You Know?

**The National Science Foundation estimates that 80% of the jobs created in the next decade will require some form of math and science skills.**

***Real advice about actuarial jobs:***

**As with many other financial jobs, communication skills are almost as important as mathematical savvy. “Students planning an actuarial career can choose a school that offers an actuarial science major, or take appropriate courses in calculus, probability, statistics, accounting, economics, and finance to be prepared to learn actuarial techniques and applications.”**

American Council on Education, Sept. 2008



- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

### Algebra (Prep) 131/132 (staggered)

Credit: 1/2	Level: III
Grade Offered: 9, 10	Fall MA4936 Spring MA4937

Prerequisite: Failure of 1st semester Algebra (Prep) or Accel)

### Seminar I - Math (staggered)

Credit: 1/2	Level: III
Grade Offered: 9, 10, 11	Fall ST0896 Spring ST0897

Prerequisite: Division Chair approval

### Algebra (Accel) 141/142

Credit: 1	Level: IV
Grade Offered: 9	Annual MA4146 MA4147

Prerequisite: None

In Algebra (Accel), the language of algebra is studied intensely. Students begin their study of the real number system and its properties. The course is designed to convey an understanding of the meaning and use of variables, formulas, equations and inequalities, exponents, functions, and graphs. Several real life applications are used to enhance these concepts. The significance of word problems and of strategic problem solving is emphasized throughout the course. Algebra (Accel) moves at a quicker pace than Algebra (Prep) and requires proficiencies with and without the calculator.

It includes the following topics: systems of equations, matrices, quadratic functions, polynomials, exponents, logarithms, complex numbers, conic sections, sequences and series, right triangle trigonometry, radian and degree measure, law of sines, and law of cosines. The method of presentation is designed to meet the needs of students who desire a strong four year mathematical foundation for future study of mathematics and science or preparation for post-high school entrance requirements.

### Advanced Algebra w/Trigonometry (Accel) 241/242

Credit: 1	Level: IV
Grade Offered: 9, 10	Annual MA7246 MA7247
11	Annual MA7241 MA7242

Prerequisite: Geometry (Accel) or division chair approval

This course presents a more in depth treatment of the topics listed for Advanced Algebra w/Trigonometry (Prep) and also includes the topics of polynomial functions, matrices, logarithmic functions, sequences, series and probability. In addition, Advanced Algebra w/Trigonometry (Accel) will introduce many concepts necessary for Trig Pre-Calculus (Accel) such as the unit circle, trigonometric functions, law of sines, law of cosines, and radian measure.

### Advanced Algebra w/Trigonometry (Prep) 231/232

Credit: 1	Level: III
Grade Offered: 10	Annual MA6236 MA6237
11, 12	Annual MA6231 MA6232

Prerequisite: Geometry (Prep) or Geometry CCR (Prep)

This course focuses on reviewing and extending the main topics of Algebra. It contains an emphasis on both an algebraic and graphic approach to learning concepts.

## Advanced Algebra w/Trigonometry (Hon) 251/252

Credit: 1	Level: V
Grade Offered: 9, 10	Annual MA8256 MA8257
Prerequisite: Division chair approval	

This course presents the topics contained in Advanced Algebra w/Trigonometry (Prep) and also includes the topics of polynomial functions, matrix equations, logarithmic functions, sequences, series, elementary probability, conic sections, and rational functions. Problem solving with the graphing calculator is a major emphasis in this course.

## AP Calculus AB

Credit: 1	Level: V
Grade Offered: 11, 12	Annual MA9551 MA9552
Prerequisite: Trig/Precalculus (Accel), Pre-Calculus (Hon), or division chair approval	

AP Calculus AB is primarily concerned with developing the student's understanding of the concepts of calculus: Functions, graphs and limits, derivatives, and integrals. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, and verbally. Technology is used regularly by students and teachers to reinforce different representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus AB is the equivalent of a semester of college calculus. Students who take this course should plan to take the AP Calculus AB Exam.

## AP Calculus BC

Credit: 1	Level: V
Grade Offered: 11, 12	Annual MA9651 MA9652
Prerequisite: Pre-Calculus (Hon) or division chair approval	

AP Calculus BC is primarily concerned with developing the student's understanding of the concepts of calculus: Functions, graphs and limits, derivatives, integrals, slope fields, and infinite series with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, and verbally. Technology is used regularly by students and teachers to reinforce different representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus BC is the equivalent of two semesters of college calculus. Students who take this course should plan to take the AP Calculus BC Exam.

## College Algebra (Prep)

Credit: 1/2 or 1	Level: III
Grade Offered: 12 only	Annual MA6321 MA6322
Prerequisite: Intermediate Algebra (Prep) or Advanced Algebra w/Trigonometry (Prep)	

College Algebra is a senior course designed to prepare students for college placement exams and entry level college mathematics courses. Semesters are taught independently of one another, offering students the opportunity to enroll as a semester or annual course. Courses do not need to be taken in sequence; therefore, a student may enroll in second semester without enrolling the first semester. Course content will focus on mathematics applications, data, probability, and financial algebra. Students will also complete projects and various classroom activities to strengthen their algebra skills.

## AP Computer Science A

Credit: 1*	Level: V
Grade Offered: 11, 12	Annual MA9751 MA9752
Prerequisite: Advanced Algebra w/ Trigonometry (Prep) or above	

This course is designed to prepare students for the AP Computer Science A exam. Using the JAVA language, students will study object-oriented program design, program implementations, program analysis, standards data structures and algorithms, and computing in context. Topics will include class and method design, JAVA library classes, arrays and array lists, sorting and searching, recursion and the Grid World Case Study. A minimum of 60% of class time will be spent working on programs and lab activities.

## Geometry (Prep) 131/132

Credit: 1	Level: III
Grade Offered: 10	Annual MA5136 MA5137
Prerequisite: Algebra (Prep)	

This course includes a thorough investigation of the theorems and properties of Euclidean geometry, including: lines, angles, polygons, circles and 3-dimensional solids. Students will develop an understanding of logic, reasoning and proof, and apply existing knowledge of algebra to geometric concepts. Students will investigate the definitions of sine, cosine, and tangent for acute angles of right triangles using the Pythagorean Theorem.

## Geometry CCR (Prep) 121/122

Credit: 1	Level: III
Grade Offered: 10	Annual MA5126
	MA5127
11, 12	Annual MA6121
	MA6122

Prerequisite: Algebra (Prep)

This course allows students to explore the core concepts of geometry through discovery learning. Students will utilize computer software, manipulatives, and work collaboratively to learn various concepts. In this course, students will acquire geometric principles and facts, develop an understanding of logical reasoning, and apply these skills in mathematical situations. This course will also offer students the opportunity to review and apply their knowledge of algebra. Unit projects will be given to enhance the material presented in class and incorporate real world type problems. Course topics include measurement, polygons and their properties, trigonometry, area, surface area, volume, and properties of circles. Students will find that this course makes connections to a variety of careers including: architecture, engineering, interior design, and construction.

## Geometry CCR (Prep) 121/122 (staggered)

Credit: 1	Level: III
Grade Offered: 10	Spring MA5927
11, 12	Spring MA6922
	Fall MA6921

Prerequisite: Failure of 1st semester Geometry (Prep) or Geometry CCR (Prep)

## Geometry (Accel) 141/142

Credit: 1	Level: IV
Grade Offered: 9, 10	Annual MA7146
	MA7147

Prerequisite: Algebra (Accel) or division chair approval

This course includes topics devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Students will begin to formalize their geometry experiences using definitions and developing careful proofs. Students will learn the correspondence between numerical coordinates and geometric points, as well as the attributes and relationships of geometric objects so that they can apply skills from algebra to geometry in a more diverse context. The concepts of congruence, similarity, and symmetry are taught using geometric transformations. Students will investigate the definitions of sine, cosine, and tangent for acute angles of right triangles using the Pythagorean Theorem.

## Geometry (Hon) 151/152

Credit: 1	Level: V
Grade Offered: 9	Annual MA8166
	MA8167

Prerequisite: Division chair approval

This course includes all the topics in Geometry (Accel) at a greater depth and faster pace. Students in this course will study coordinate geometry problems, locus problems, and various enrichment topics. Additionally, right triangle trigonometry and conics will be investigated. Material covered in this course will help prepare students for college level calculus courses.

## Intermediate Algebra (Prep) 221/222

Credit: 1	Level: III
Grade Offered: 11, 12	Annual MA4221
	MA4222

Prerequisite: Geometry CCR (Prep) or Geometry (Prep) and teacher recommendation or division chair approval

This course provides a comprehensive review of Algebra topics and skills, including a focus on order of operations, solving linear equations and inequalities, graphing and writing equations of lines, solving systems of linear equations, and applications. This course will also introduce Advanced Algebra topics including solving quadratic equations, exponents and radicals, higher degree polynomial functions, conic sections, and rational functions. In additions, finite topics of trigonometry, statistics, probability and finance will also be introduced. This course is designed to improve students' Algebra skills and introduce them to the topics of Advanced Algebra as well as some Finite topics.

## Intermediate Algebra (Prep) 221/222 (staggered)

Credit: 1/2	Level: III
Grade Offered: 11, 12	Spring MA4922
	Fall MA4921

Prerequisite: Staggered Geometry CCR (Prep) or failure of Intermediate Algebra (Prep) or Advanced Algebra w/Trigonometry (Prep)

## Pre-Calculus (Hon) 351/352

Credit: 1	Level: V
Grade Offered: 10	Annual MA8356
	MA8357
11, 12	MA8351
	MA8352

Prerequisite: Advanced Algebra w/Trigonometry (Hon) and Geometry (Hon)

This course is an extensive study of functions, advanced topics in trigonometry, matrices, combinatorics, statistics, and other topics in discrete mathematics. Calculator graphing technology is incorporated into the class in order to learn mathematics from a multifaceted approach.

## AP Statistics

Credit: 1	Level: V
Grade Offered: 11, 12	Annual MA9451
	MA9452
Prerequisite: Advanced Algebra w/Trigonometry (Prep) or above	

This course is an introductory course in college level statistics. Most college majors and most careers including education, health care, business, engineering, and the social sciences all require knowledge of statistics. Successful completion of this course prepares students for the AP Statistics exam. Course topics include: descriptive statistics, linear regression, design of experiments, an in depth study of probability, and 10 weeks of inferential statistics, including hypothesis tests and confidence intervals. Strong writing skills are as important as strong algebra skills to succeed.

## Trig/Pre-Calculus (Prep) 331/332

Credit: 1	Level: III
Grade Offered: 11, 12	Annual MA6331
	MA6332
Prerequisite: Advanced Algebra w/Trigonometry (Prep) or (Accel) with a C or better or division chair approval	

This course is a more in depth look at Advanced Algebra topics from a function perspective and is a pre-requisite for any student taking Calculus in college. Course topics include: functions, polynomials, radicals, exponents & logarithms, sequences & series, trigonometry, parametric equations, and probability. Exploratory labs and calculator investigations will be the foundation for both reviewing concepts from Advanced Algebra and developing deeper connections between topics.

## Trig/Pre-Calculus (Accel) 341/342

Credit: 1	Level: IV
Grade Offered: 11, 12	Annual MA7341
	MA7342
Prerequisite: Advanced Algebra w/ Trigonometry (Accel) or division chair approval	

This course is an extensive study of functions including trigonometric, linear, quadratic, polynomial, rational, exponential, logarithmic, and sequences. In addition, the topics of complex numbers, polar graphs, vectors, parametrics, limits, and continuity are studied. This is an extremely rigorous course and students who do not complete Advanced Algebra w/Trigonometry (Accel) with a B or better are cautioned about enrolling in the course. Students who complete this course with an above average grade of B or higher will be prepared for Calculus in college.

## Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered: 11, 12	Fall MA5551
	Spring MA5552
	Summer MA5558, MA5559

This course is designed for the career-minded student who is seeking work experience in an area that the student wishes to pursue upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for duplicate credit. It is the sole discretion of each department team to recommend the student for a work internship. Application does not guarantee admission.

# Mathematics Classes

When choosing Annual Courses, you will need the first and second semester codes.

## Freshman Courses

MA1005	Mathematics TBA (for students in Algebra Accel in 8th grade)
MA1105	Mathematics No test
MA4136/7	Algebra Prep 131/132
MA4146/7	Algebra Accel 141/142
MA7146/7	Geometry Accel 141/142
MA8166/7	Geometry Honors 151/152
ST0816/7	Seminar I-Math

## Spring Only

MA4937	Algebra Prep 131 (Staggered)
ST0897	Seminar I-Math (Staggered)

## Sophomore Courses

### Annual

MA4146/7	Algebra Accel 141/142
MA4136/7	Algebra Prep 131/132
MA6236/7	Adv. Algebra w/Trig Prep 231/232
MA7246/7	Adv. Algebra w/Trig Accel 241/242
MA8256/7	Adv. Algebra w/Trig Honors 251/252
MA5136/7	Geometry Prep 131/132
MA5126/7	Geometry CCR Prep 121/122
MA7146/7	Geometry Accel
MA8166/7	Geometry Honors 151/152
MA8356/7	Pre-Calculus Honors
MA7341/2	Trigonometry / Pre-Calc Accel
ST0816/7	Seminar I-Math

## Staggered Semester

### Fall only

MA4936	Algebra Prep 132 (Staggered)
ST0896	Seminar I-Math (Staggered)

### Spring only

ST0897	Seminar I-Math (Staggered)
MA4937	Algebra Prep 131 (Staggered)
MA5927	Geometry CCR Prep 121 (Staggered)

## Junior and Senior Courses

### Annual

MA4136/7	Algebra Prep
MA4221/2	Intermediate Algebra Prep 221/222
MA6231/2	Advanced Algebra Prep 231/232
MA7241/2	Advanced Algebra Accel 241/242
MA9551/2	AP Calculus AB
MA9651/2	AP Calculus BC
MA6321/2	College Algebra
MA9751/2	AP Computer Science A
MA6121/2	Geometry CCR Prep 121/122
MA6331/2	Trig/Pre-Calculus Prep 331/332
MA8351/2	Pre-Calculus Honors 351/352
MA7341/2	Trig/Pre-Calculus Accel
MA9451/2	AP Statistics

## Fall or Spring

MA6321/2	College Algebra
MA5551/2	Career Internship

## Staggered Semester

### Fall only

MA6921	Geometry CCR Prep 122 (Staggered)
MA4921	Intermediate Algebra Prep 222 (Staggered)

### Spring only

MA6922	Geometry CCR Prep 121 (Staggered)
MA4922	Intermediate Algebra Prep 221 (Staggered)

## **Instrumental**

Concert Band  
Concert Orchestra  
Folk Guitar - Beginning & Intermediate  
Jazz Ensemble  
Symphonic Band  
Symphony Orchestra  
Wind Ensemble  
Sinfonietta

## **Vocal**

Concert Choir  
Freshman Boys Chorus  
Freshman Girls Chorus  
Freshman Chorus & Vocal Techniques  
Senior Madrigals  
Sophomore Mixed Chorus  
Treble Choir  
Varsity Choir  
Advanced Vocal Techniques

## **Related Courses**

AP Music Theory  
Music Design and Technology  
Career Internship Program

# ***Music***



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## Fine Arts Division Philosophy

Departments of the Fine Arts Division include the Visual Arts, Music, and World Languages. They all focus on the need for individual expression and communication with others. Each area nurtures the internal development of creativity, intuition, reasoning, and imagination and offers a unique means by which thoughts and feelings can be conveyed to familiar and foreign societies. It is the belief of the Division that through these timeless disciplines, students will come to appreciate civilizations past and to contribute to the future advancement of the individual and society.

## Music Department Philosophy

Focusing on the production, understanding, and value of music, students will come to understand the written piece within its time and context and apply such to their own realities. The skills, knowledge, and habits formed will enrich students' life experiences.

### Instrumental Courses

- Beginning Folk Guitar
- Intermediate Folk Guitar
- Concert Band
- Concert Orchestra
- Symphonic Band
- Symphony Orchestra
- Jazz Ensemble
- Wind Ensemble
- Sinfonietta

### Related Courses

- Music Design and Technology
- AP Music Theory

### Vocal Courses

- Freshman Boys Chorus
- Freshman Girls Chorus
- Freshman Chorus & Vocal Techniques
- Sophomore Mixed Chorus
- Concert Choir
- Treble Choir
- Varsity Choir
- Advanced Vocal Techniques (12)
- Senior Madrigals

## Music Department Standards

### Standard I

#### Music Performance

- A. The student will demonstrate the ability to read music notation.
- B. The student will demonstrate basic elements of tone production for voice and/or instrument.
- C. The student will demonstrate well-developed ensemble skills.
- D. The student will perform in a variety of venues and configurations.

### Standard II

#### Music Appreciation and History

- A. The student will understand and explain music in relation to history and culture.
- B. The student will critically listen to, analyze, and describe music.
- C. The student will appreciate the creative process to express emotions and feelings.

All courses listed under Music apply toward the Creative Arts graduation requirement.

- The Music Theory AP course will prepare students for the AP examination in music.
- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

## Related Courses

### Music Design and Technology

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall MU3701
	Spring MU3702

Prerequisite: None

Designed for the student with no previous musical experience, in this course students will explore and understand music through the lens of creativity and self-expression. Initially, the course will focus on the elements of music, the nature of sound, and basic music notation. Next, students will explore a large variety of musical genres (including rock, pop, blues, world, classical and modern). Finally, with the aid of technology, students will manipulate pre-recorded sounds and create a variety of projects utilizing looping, sequencing, recording and composing.

### AP Music Theory

Credit: 1 (cr/nc)	Level: V
Grade Offered: 11, 12	Annual MU5811
	MU5812

Prerequisite: Previous music training necessary

AP Music Theory is a course of study for the serious musician who aspires to a career in the music field. Students learn tonal harmonic functions through analysis, dictation, and some composition. The course includes ear training, melodic and rhythmic dictation, listening to a variety of styles of music, and analyzing representative music compositions. AP Music Theory utilizes Sibelius software to further student skills in composition and in arranging for all music genres.

### Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered: 11, 12	Fall MU5551
	Spring MU5552
	Summer MU5558, MU5559

This course is designed for the student who is seeking work experience in an area that they wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, devel-

op a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for duplicate credit. It is the sole discretion of each department team to recommend the student for a work internship. Application does not guarantee admission.

## Instrumental Courses

### Beginning Folk Guitar

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall MU6616
	Spring MU6617
11, 12	Fall MU6611
	Spring MU6612

Prerequisite: None

This course is designed to develop beginning guitar techniques including flat picking and finger picking. Students will learn basic first position chords and first position notes. Each unit includes both playing activities and written assignments. Students will learn to read music and guitar tablature. Each student should have access to a personal instrument for home practice.

### Intermediate Folk Guitar

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Spring MU6622

Prerequisite: Beginning Folk Guitar

This course is a continuation of Beginning Folk Guitar. Emphasis is placed on understanding music theory, learning moveable chords, and reading notes in fifth, seventh, and ninth position. The goals of the class are both performance-based and written. Students should have access to a personal instrument for home practice and should be able to read music, read guitar tablature, and play basic chord progressions.

### Concert Band

Credit: 1 (cr/nc) (dc)	Level: III
Grade Offered: 9, 10	Annual MU5016
	MU5017

Prerequisite: Junior high/middle school band experience or audition with instructor

Students in Concert Band study standard band literature, music fundamentals, and elementary theory. They continually strive to improve their performance in the areas of tone, intonation, technique, and musicianship. The band performs at home football games, parades, and concerts. The marching band component during the first quarter results in some required after school/night rehearsals. During the concert season, students are encouraged to prepare solos and participate in small ensembles for the class, and if they wish, for competition. Performance participation is mandatory.

## Concert Orchestra

Credit: 1 (cr/nc) (dc) Level: III  
Grade Offered: 9, 10 Annual MU5226  
MU5227

Prerequisite: Experience with orchestral string instrument and ability to read music

This course is open to freshman and sophomore players of the violin, viola, cello, string bass, and harp. Class activities include the study of music fundamentals, sight-reading, standard orchestral literature, and public performance. The Concert Orchestra members are encouraged to prepare solos and small ensembles for concerts, community programs, and the state festivals and competitions. Concert participation is mandatory.

## Symphonic Band

Credit: 1 (cr/nc) (dc) Level: IV  
Grade Offered: 10 (audition), 11, 12 Annual MU5031  
MU5032

Prerequisite: Participation in the Concert Band or audition with instructor

Students in this course study music fundamentals and standard band literature. They continually strive to improve their performance in the area of tone, intonation, technique, and musicianship. The band performs at home football games, parades, and concerts. The marching band component during first quarter results in some required after school/night rehearsals. There is opportunity to audition for All State organizations. Band members are encouraged to prepare solos and small ensembles for concerts, community programs, and the state contest. Concert attendance/participation is mandatory.

## Symphony Orchestra

Credit: 1 (cr/nc) (dc) Level: IV  
Grade Offered: 10 (audition), 11, 12 Annual MU5211  
MU5212

Prerequisite: Experience with orchestral string instrument and ability to read music

This course is open to junior, senior and auditioned sophomores who play the violin, viola, cello, string bass

and harp. Wind and percussion players are selected from the Wind Ensemble. Class activities include a more advanced study of music fundamentals, sight-reading, standard orchestral literature, and public performance. The Symphony Orchestra members are encouraged to prepare solos and small ensembles for concerts, community programs, and local/state festivals and competitions. Performance participation is mandatory.

## Jazz Ensemble

Credit: 1 (cr/nc) (dc) Level: IV  
Grade Offered: 11, 12 Annual MU6111  
MU6112

Prerequisite: Audition

This course offers an advanced instrumental jazz experience through the study of works by master jazz artists. The ensemble experience will focus on the performance of a variety of jazz styles within the jazz genre. Significant time will be devoted to the study of improvisation through the study of jazz standards and the building of a jazz vocabulary. Private study is strongly recommended. **Participation is determined by audition.**

## Wind Ensemble

Credit: 1 (cr/nc) (dc) Level: IV  
Grade Offered: 10, 11, 12 Annual MU5321  
MU5322

Prerequisite: Audition or consent of the instructor

Wind Ensemble offers an advanced instrumental experience through the study and performance of complex high school and college level works for winds and percussion. The course emphasizes advanced performance skills, musical interpretation and techniques. Through rehearsals, clinics and performances, students will broaden the musical repertoire with advanced literature of many styles and periods. Due to the soloistic nature of part assignments, there is a strong emphasis on individual preparation for rehearsals and performances. Private study on principal instrument is strongly recommended. The marching band component during the first quarter results in some required after school/evening rehearsals. **Participation is determined by audition.**

## Sinfonietta

Credit: 1 (cr/nc) (dc)	Level: IV
Grade Offered: 11, 12	Annual MU5231 MU5232
Prerequisite: Audition	

Sinfonietta is determined by audition and is open to junior and senior students who play the violin, viola, cello, or bass. This course offers study and performance of advanced string orchestra literature and chamber music. Repertoire will be performed without a conductor, so soloistic playing and independent part mastery is expected. Private study on one's principal instrument is strongly recommended.

## Vocal Courses

### Freshman Boys Chorus

Credit: 1 (cr/nc)	Level: III
Grade Offered: 9	Annual MU4316 MU4317

Prerequisite: None

This is an introductory course for freshman boys wanting to be involved in choral singing. All boys, regardless of previous musical experience, are welcome to enroll. Choral music from different cultures and historical periods is studied, as well as basic musical terminology and technique. In order to accommodate the unique attributes of male voices, the boys participate in both a mixed voice ensemble and a male chorus on alternating days. The Freshman Chorus performs during the school day as well as in the evenings. Concert participation is mandatory.

### Freshman Girls Chorus

Credit: 1 (cr/nc)	Level: III
Grade Offered: 9	Annual MU4416 MU4417

Prerequisite: None

This is an introductory course for freshman girls wanting to be involved in choral singing. All girls, regardless of previous musical experience, are welcome to enroll. Choral music from different cultures and historical periods is studied, as well as basic musical terminology and technique. In order to accommodate the unique attributes of female voices, the girls participate in both a mixed voice ensemble and a female chorus on alternating days. The Freshman Chorus performs during the school day as well as in the evenings. Concert participation is mandatory.

## Freshman Chorus and Vocal Techniques

Credit: 1 (cr/nc)	Level III
Grade Offered: 9	Annual MU4216 MU4217
Prerequisite: None	Girls

This is an introductory course for freshman girls wanting to be involved in both ensemble and solo vocal music. All girls, regardless of previous musical experience, are welcome to enroll. The girls will rehearse choral music from different cultures and historical periods as well as learn basic musical terminology and technique. The large ensemble will present concerts along with the Freshman Boys and Freshman Girls Choruses. Concert participation is mandatory. The solo component of the class will involve individual monitored rehearsals with performances evaluated by class members and the instructor. Participation in the spring Solo and Ensemble Festival is encouraged.

### Sophomore Mixed Chorus

Credit: 1 (cr/nc)	Level: III
Grade Offered: 10	Annual MU4516 MU4517

Sophomore Mixed Chorus is open to all sophomore boys and girls regardless of previous choral experience. Maturing vocal production and musical skills are developed through the rehearsal and performance of a wide variety of choral music from many cultures and historical periods. Public performances in the school and community during the school year require mandatory concert participation. Sophomore Chorus members may choose to audition for the IMEA District Chorus in the fall and participate in the Solo/Ensemble Festival in the spring. The Chorus presents its annual Chorus Assemblies in May.

### Concert Choir

Credit: 1 (cr/nc) (dc)	Level: IV
Grade Offered: 11, 12	Annual MU5411 MU5412

Prerequisite: None

Concert Choir is open to junior and senior men. Students in this class study and perform advanced male chorus literature (TTBB) of a variety of styles and historical periods. A developing sense of tone production, sight-reading skills, and musicianship are stressed in this course, resulting in growing confidence and musical independence. Concert Choir performs in school and in the community frequently during the year. Concert attendance/participation is mandatory for each performance. Students are encouraged to audition for the IMEA Illinois All-State Chorus in the fall, the musical, and Solo/Ensemble Festival in the spring to enhance their musical development.

## Treble Choir

Credit: 1 (cr/nc) (dc)  
Grade Offered: 11, 12

Level: IV  
Annual MU5511  
MU5512

Prerequisite: None

Treble Choir is open to junior and senior women. Students in this class study and perform advanced treble-voiced literature (SSAA) of a variety of styles and historical periods. The curriculum includes an emphasis on musicianship skills such as sight-reading, ear training, and vocal independence for the maturing female voice. Treble choir performs in school and in the community frequently during the year. Concert attendance/participation is mandatory for each performance. Students are encouraged to audition for the IMEA Illinois All-State Chorus in the fall, the musical, and Solo/Ensemble Festival in the spring to enhance their musical development.

## Varsity Choir

Credit: 1 (cr/nc)  
Grade Offered: 12

Level: IV  
Annual MU5311  
MU5312

Prerequisite: Audition

Varsity Choir is an auditioned mixed choir that performs advanced SATB literature, both a cappella and accompanied. Frequent assessment of individual vocal skills requires the demonstration and application of advanced musical concepts. Advanced tone production, individual as well as group musicianship, and choral techniques are stressed. The Varsity Choir performs frequently in the school and in the community with mandatory attendance/participation expected for performances. Additional concert activities are scheduled during the school year such as exchange concerts. Students are encouraged to audition for the IMEA Illinois All-State Chorus in the fall, the musical, and Solo/Ensemble Festival in the spring as enhancements to their musical development. Auditions for Varsity Choir are held in the spring of the junior year.

## Advanced Vocal Techniques

Credit: ½ (cr/nc)  
Grade Offered: 12

Level: III  
Annual MU5911  
MU5912

Alternate days

Prerequisite: None

Advanced Vocal Techniques, a class which meets every other day, offers individual students an opportunity to develop their voice through the study and performance of solo literature. Individual and monitored rehearsals are expected with performances evaluated by class

members and the instructor. Experience in the spring Solo and Ensemble Festival is strongly encouraged. This class is often taken concurrently with Senior Madrigals. However, participation in Senior Madrigals is not required.

## Senior Madrigals

Credit: 0  
Grade Offered: 12

Level: None  
Annual MU6941  
MU6942

Prerequisite: Audition

Current junior students in the choral program can audition for Senior Madrigals in the spring of their junior year. Students selected after auditions for the ensemble concurrently enroll in NC Vocal Techniques, but do **not** receive credit for Advanced Madrigals. Advanced vocal chamber music is studied, and performances in the school and the community are frequent. These singers are encouraged to audition for the IMEA All-State Chorus in the fall and the vocal Solo/Ensemble Festival in the spring. Performance attendance/participation is mandatory.

## Musical Enrichment Groups

Students enrolled in music performance groups have several opportunities to be in special ensembles. These meet outside regular class time. Ensemble members are selected from the larger performing groups. An expanded performance schedule for these groups is maintained in the school and community. There is no credit for these ensembles: Sophomore Madrigals, Junior Madrigals, Senior Madrigals, Jazz Band, Jazz Lab Band, Chamber Orchestra, Brass Impact and A Capella Club.

**Young people  
who participate in  
the Arts for at  
least three hours on  
three days each week  
for at least one full year  
are 4 times more likely  
to be recognized  
for academic achievement  
and 3 times more  
likely to win an award for school  
attendance.**

\*[www.artsed.org/Art\\_Facts](http://www.artsed.org/Art_Facts)



# Music Classes

*When choosing Annual Courses, you will need the first and second semester codes.*

## Freshman Courses

### Annual

MU5016/7	Concert Band
MU5226/7	Concert Orchestra
MU4216/7	Freshman Chorus & Vocal Techniques
MU4316/7	Freshman Boys Chorus
MU4416/7	Freshman Girls Chorus

### Fall Only

MU6616	Beginning Folk Guitar
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### Spring Only

MU6617	Beginning Folk Guitar
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## Sophomore Courses

### Annual

MU5016/7	Concert Band
MU5226/7	Concert Orchestra
MU4516/7	Sophomore Mixed Chorus

### Fall Only

MU6616	Beginning Folk Guitar
--------	-----------------------

### Spring Only

MU6617	Beginning Folk Guitar
--------	-----------------------

### Courses requiring audition\*

MU5321/2	Wind Ensemble
MU5211/2	Symphony Orchestra
MU5031/2	Symphonic Band

## Junior and Senior Courses

### Annual

MU5411/2	Concert Choir
MU5511/2	Treble Choir
MU5031/2	Symphonic Band
MU5211/2	Symphony Orchestra
MU5911/2	Advanced Vocal Techniques (12th Grade Only)
MU5811/2	AP Music Theory

### Fall Only

MU3701	Music Design & Technology
MU6611	Beginning Folk Guitar

### Spring Only

MU3702	Music Design & Technology
MU6612	Beginning Folk Guitar
MU6622	Intermediate Folk Guitar

### Fall or Spring

MU5551/2	Career Internship
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### Courses requiring audition\*

MU5321/2	Wind Ensemble
MU6111/2	Jazz Ensemble
MU5311/2	Varsity Choir
MU6941/2	Senior Madrigals

*\*When students select a course requiring an audition at registration, they must also indicate alternates they would like if they do not make audition.*



# Did You Know?

**The Arts are exercise for the brain.  
Scientific studies prove that 30 minutes  
a day with a creative activity builds  
dendrites - the brain's connectors.\***

\*[www.artsed.org/Art-Facts](http://www.artsed.org/Art-Facts)

**After nine months of weekly training  
in piano or voice, new research shows  
young students' IQ's rose nearly  
three points more than their  
untrained peers.\*\***

\*\*Yahoo News, HealthDay, July 13, 2004



**The Arts promote  
individuality,  
bolster self-confidence  
and improve  
overall academic  
performance.\*\*\***

\*\*\*[www.artsed.org/Art-Facts](http://www.artsed.org/Art-Facts)

## Have you ever considered a career in?

### **Performing Arts**

Symphony Orchestra  
Administrative Personnel  
Musician  
Conductor  
Instrumental/Choral/Ballet  
Accompanist  
Armed Forces Music  
Popular Music Performer  
Restaurant/Lounge Performer  
Wedding Performer

### **Music Education**

General Music Specialist  
Music Supervisor  
Private Teacher  
Store Studio Teacher  
Band/Orchestra Director  
College/Conservatory Professor  
Choral Director

### **Business**

Retailing  
Distributing of Instruments  
Sales Representative  
Instrument Maker  
Instrument Repair  
Music Publishing  
Piano Tuning

### **Recording Industry**

Recording Artist  
Producer  
Songwriter  
Studio Musician  
Recording Engineer  
Mechandiser  
Disc Jockey  
Music Industry Attorney

### **Music Theater, Opera, Film**

Performer  
Stage Manager  
Director  
Costume/Set Designer  
Tech Staff

### **Allied Fields**

Music Librarian  
Music Criticism  
Music Communications  
Publicity  
Public Relations  
Music for Worship  
Church Organist  
Concert Manager

Physical Education I, II, III & IV  
Health  
Dance Studies 1, 2 & 3  
Exercise Physiology  
Family Health Issues  
Applied Personal Fitness  
Introduction to Sports Medicine  
SCUBA Diving  
Sports Officiating  
Career Internship Program

# *Physical Welfare*

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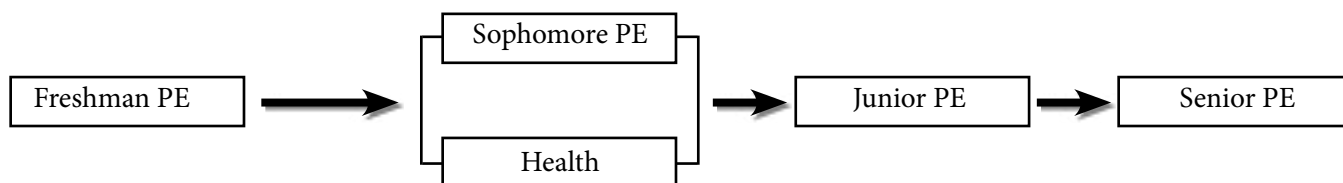
## Physical Education and Health Department Philosophy

The philosophy of the Physical Education and Health Department is to fulfill the Mission Statement of Lyons Township High School which charges that our work will "...foster the full intellectual, physical, moral, and aesthetic growth of each student." The four year required base of study will use a broad variety of activities that will emphasize the promotion of a healthy lifestyle and acquisition of skills that will be valuable beyond the school setting. These include...

- the development and maintenance of personal fitness;
- the acquisition of health related knowledge, growth and development, the structure and function of body systems, illness prevention, and safety;
- the development of various movement concepts and the refinement of related motor skills;
- the exposure to life long sport and fitness activities;
- the acquisition of physical competency and the knowledge of the rules and strategies of individual and team sports as well as recreational activities; and
- the development of interpersonal skills necessary for successful living.

The far-reaching nature of our discipline requires us to include aspects of each of the three educational domains: cognitive, psychomotor, and affective.

## Regular Sequence



## Electives

### South Campus 9-10

• Dance Studies 1 & 2

### North Campus 11-12

• Dance Studies 1, 2, & 3

• Exercise Physiology

• SCUBA Diving

• Sports Officiating

• Family Health Issues

• Introduction to Sports Medicine

• Applied Personal Fitness

## Physical Education and Health Department Standards

*The Physical Education and Health Department has established standards for student learning that encompass its programs at all grade levels. There are six general standards which guide the department's programs and which challenge students. The department has also established more specific standards for each general area, and these are available upon request. Finally, each course and activity unit within each course have standards for student learning.*

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### Students will be able to...

1. demonstrate and understand movement skills that are necessary components of individual, team, leisure, work, and creative activities.
2. access, analyze, and apply health and wellness information obtained through the use of technology.
3. promote and demonstrate mature and responsible social behavior while respecting diversity among others in a variety of settings.
4. understand and demonstrate the benefits of physical fitness as it relates to wellness.
5. understand the human body systems and the factors that influence growth and development.
6. understand and demonstrate basic health education principles, including the prevention and treatment of illness and injuries, while promoting healthy lifestyle behaviors.

## Did You Know?

**Regular physical activity  
can help reduce the risk  
of heart attack,  
high blood pressure,  
stroke, diabetes, obesity,  
osteoporosis, and  
some cancers.**

**The most effective means  
of maintaining a  
healthy level of  
body mass is  
through regular  
physical activity coupled  
with sensible eating.**

### General Information

- Students will be scheduled into modified PE in cases of physical limitations or will have their regular PE classes modified. This is done by a medical doctor's written recommendation through the Health Office. If the doctor's recommendation is such that the student's participation in his/her assigned PE class is less than 50% of the semester, then the student shall receive a medical credit for the PE quarter/semester grade. Once the medical condition no longer prohibits a student from participating in his/her PE class, the student is expected to fulfill all of the class expectations and requirements including but not limited to attendance, participation, etc.
- Freshmen, sophomores, juniors, and seniors are required to be enrolled in PE each semester excluding 1 semester of health during sophomore year.
- Freshmen and sophomores enrolled in Dance Studies 1 and 2 must also be enrolled in PE during the same semester. They do not replace nor fulfill the PE requirement.
- Dance Studies 1, 2, and 3 may only be taken for CR/NC when taken as a Creative Arts graduation requirement and/or when taken in addition to Physical Education.
- Dance Studies 2 & 3, offered at North Campus only, fulfill the PE requirement.
- Exercise Physiology and Applied Personal Fitness, when taken at North Campus, fulfill the PE requirement.
- Applied Personal Fitness and Dance Studies 3 may be replaced.

### Swimming

If there is a medical reason for not being able to participate in aquatic activities, a medical doctor's note must be on file in the Health Office prior to the fall semester of the student's freshman year. A new note is required at the beginning of each year.

When this procedure is followed, the student will be allowed to select a block of PE activities which does not contain aquatics. If a note is not brought to school prior to registration of PE elective programs (beginning of each semester), the student will remain with the assigned aquatic's class.

### Junior and Senior PE Exemption/Waiver Options

Students in grades 11 and 12 may request waivers from PE under the following conditions:

At the time of application for PE waiver, each student must be up-to-date in PE credits. Each request for exemption from PE will be verified and eligibility determined on a case-by-case basis by school staff in accordance with established administrative guidelines. Every student excused from PE will be provided with a full day (periods 1-10) schedule at LTHS without a study hall.

A. A senior may request an exemption from PE (second semester) to take an academic class required for admission to a specific institution by following these procedures.

1. The student must have appropriate credentials (grades and test scores) to qualify for admission to the request school.
2. The student must have a full day schedule at LTHS (periods 1-10) without a study hall.
3. Other elective classes not required for graduation nor admission to a specific institution must be dropped to provide room for the required classes before a PE waiver will be considered.
4. The student must verify that the course is required for admission by submitting a letter and the institution catalog requirement statement, and the student must appear to be otherwise admissible to that college/university in the judgement of LT staff.
5. The student must have a completed college/university application on file with the counselor including a check for the application fee.
6. A student requesting a waiver in this case will be asked to complete the waiver request form available from the class counselor. The request will be reviewed by the class counselor and division chair of PE and acted upon by the principal.
7. Under this exemption, any student dropping or losing any class during his/her school day will necessitate an immediate return to PE.

B. A senior may request an exemption from PE in order to meet graduation requirements, except the PE requirement, by following these procedures within established deadlines for schedule changes.

1. The student will submit to the counselor a request for a PE waiver with a well-defined need and a plan clearly outlined to complete graduation requirements.
  - a. Well-defined need shall be interpreted as students who are, as a result of class failure, behind in obtaining credits toward graduation.
  - b. Other options, including summer school and extension courses, must be part of the plan.
  - c. The plan must provide that the student will be eligible to graduate with his/her class or by the summer school session immediately following his/her class' graduation.
2. The student must plan a full schedule at LTHS (periods 1-10) without a study hall.
3. Other elective classes not needed for meeting minimum graduation credits must be dropped to provide room for the required classes before a PE waiver will be considered.
4. The student, except for a transfer student, must have all PE credits required for his/her status (i.e., an entering junior must have earned 1-1/2

credits of PE and 1/2 credit of Health). Fifth year students who have met PE requirements are not required to enroll in PE. A previously granted waiver will count toward the PE graduation requirement.

5. Students requesting waivers in this case will be asked to complete the waiver request form available from the class counselor. The request will be reviewed by the class counselor and division chair of PE and acted upon by the principal.
  6. Under this exemption, any student dropping or losing any class during the school day will necessitate an immediate return to PE.
- C. A junior or senior, who participates in an interscholastic athletic program (**School Code of Illinois** does not include performing groups), may request a waiver from PE under one of two options. In the event that a student exercising one of these options returns to PE within a semester for any reason, and for 50% or more of the semester, he/she will be assigned a grade for the full semester and granted full credit. The student must have a full schedule (periods 1-10) without a study hall for any of the 2 options.

#### Option 1: Semester or Full-Year Course

Junior and senior athletes may elect an additional credit class in lieu of PE during the semester(s) in which they are participating in interscholastic athletic competition. Junior and senior athletes may elect a year-long course in place of PE, provided that there are no other semester elective courses, other than those required for graduation, in their schedules. Verification of participation or potential participation will be made by the athletic director and the varsity coach of the sport in question. Not going out or being dropped from the athletic team will result in the immediate return to the PE class, and a grade of "W" will be assigned to the additional course. To exercise this option, the student-athlete will be asked to complete the necessary approval form available from his/her counselor prior to registration.

#### Option 2: Athletic Study Hall

Junior and senior athletes involved in regular interscholastic competition will be offered the option of electing a study hall in lieu of their PE classes (seasonal PE waiver) during the season of athletic participation. To be eligible for this option, students will register for and report to their assigned PE classes.

If students participate in an IHSA interscholastic sport **for more than 50%** of the semester, they will receive credit but not an academic grade for their assigned PE classes for the quarter/

semester. Credit will be assigned in these situations provided students fulfill all of the class expectations and requirements for their assigned PE classes upon returning to those classes.

If students participate in an IHSA interscholastic sport **for less than 50%** of the semester, they will receive credit for the portion of the PE class time while they participated in the interscholastic sport, but they will receive a grade based on the remaining units of their assigned PE classes. Credits and final semester grades in these situations will be assigned provided students fulfill all of the class expectations and requirements for their assigned PE classes upon returning to those classes.

#### Physical Education Make-up

Lyons Township High School requires the successful completion of 7 semesters of Physical Education and 1 semester of Health Education in order to graduate and to receive a high school diploma.

Students who fail a semester of Physical Education and/or Health Education are required to make-up the failed course during the semester immediately following the failure. In this way, students will be able to complete graduation requirements in a timely manner.



- An \* asterisk following “Credit” indicates a course which is applied towards the Creative Arts graduation requirement when taken in addition to Physical Education.
- A (dc) following “Credit” indicates the course may be taken for “duplicate credit.” (See p. 17 of the **Guide**.)
- Dance Studies 1, 2, and 3 may only be taken for cr/nc when taken as a Creative Arts graduation requirement and/or when taken in addition to Physical Education.
- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

## Applied Personal Fitness

Credit: 1/2 (dc)	Level: III
Grade Offered: 11, 12	Fall PE7301
	Spring PE7302

Prerequisite: None

Students in this course will use heart rate monitors at least 4 days per week to monitor and assess exercise intensity. Students will participate in a cardiovascular program using a variety of fitness activities. The class will provide students information regarding nutrition and diet, components of fitness, types of fitness programs, wellness concepts, and stress management. This course may be repeated and fulfills the PE requirement. Athletes who take this course are NOT eligible for athletic study hall.

## Dance Studies 1

Credit: 1/2 * (cr/nc)	Level: III
Grade Offered: 9, 10	Fall PE8916
	Spring PE8917

Prerequisite: None

This is a one semester course for the student who wants to learn dance technique through basic locomotion movements and rhythms. Students will learn to perform hip hop, jazz, ballet, modern dance, and introduction to choreography as well as to develop fitness and conditioning through dance. CR/NC is available only when taken as a Creative Arts graduation requirement and/or when taken in addition to Physical Education.

## Dance Studies 2

Credit: 1/2 * (cr/nc)	Level: III
Grade Offered: 9, 10	Spring PE8927
11, 12 Physical Ed	Fall PE8951
	Spring PE8952
Creative Arts	Fall PE8921
	Spring PE8922

Prerequisite: Dance Studies 1 or Instructor approval

This is a one semester course for the student with an interest in dance technique and choreography. Students experience the power of communication through movement and dance. They create their own original choreography allowing for a window of self-expression. The student gains extensive dance training along with general fitness and conditioning. This course fulfills a PE requirement if taken

as a junior or senior. CR/NC is available only when taken as a Creative Arts graduation requirement and/or taken in addition to Physical Education.

## Dance Studies 3

Credit: 1/2 * (cr/nc) (dc)	Level: III
Grade Offered: 11, 12 Creative Arts	Fall PE8931
	Spring PE8932
Physical Ed	Fall PE8961
	Spring PE8962

Prerequisite: Dance Studies 1 & 2

This is a one semester course that allows juniors and seniors to experience dance at more intense and technical levels. There is more opportunity for the student to approach dance as a career perspective. CR/NC is available only when taken as a Creative Arts graduation requirement and/or when taken in addition to Physical Education. This course may be repeated.

## Exercise Physiology

Credit: 1/2	Level: IV
Grade Offered: 11, 12	Fall PE7811
	Spring PE7812

Prerequisite: Biology (Prep) or (Accel)

This semester course is for the student interested in the scientific explanation of human performance as it relates to fitness and/or athletic performance. It is primarily a lab course with experiments in body composition, muscle function, cardiovascular function, and the energy supply systems for various activities. Because this course fulfills the PE requirement when taken in the junior or senior year, physical activity is included. Students who take this course are not eligible for athletic study hall.

## Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered: 11, 12	Fall PE5551
	Spring PE5552
	Summer PE5558, PE5559

This course is designed for the student who is seeking work experience in an area that they wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience.

The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for duplicate credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

## Family Health Issues

Credit: 1/2	Level: III, IV
Grade Offered: 11, 12	Fall PE9051 Spring PE9052
Prerequisite: Health & Biology or Child Development	

If you are interested in a career in medicine, nursing, psychiatry, counseling, or social work this is the course for you! Students will learn about risk factors associated with many chronic condition. They will research the risk factors, physical effects of the disease, and the emotional effects on family and society as they cope with chronic conditions. Armed with the knowledge of where to go physically, mentally, and psychologically to seek help and support for all involved, the student will be better equipped to help themselves and others in the management of chronic illnesses. Students will receive general elective credit for the course.

## Health

Credit: 1/2	Level: III
Grade Offered: 10	Fall PE9046 Spring PE9047
11, 12	Fall PE9041 Spring PE9042
Prerequisite: None	

This semester course meets daily. The course provides in-depth instruction in the following areas: human anatomy and physiology; mental health (including death education); substance abuse; nutrition; chronic and infectious diseases (including AIDS education); human sexuality; and first-aid (including CPR certification).

**North Campus** This class is only for students who are deficient in the Health credit because of prior failure, school transfer, or other extenuating circumstances. Juniors and seniors will not be excused from PE classes to take this course.

## Health ELL

Credit: 1/2	Level: III
Grade Offered: 10	Fall PE9356 Spring PE9357
Prerequisite: English Language Learner (ELL) identified and confirmed, and approval of ELL Coordinator	

This course will meet the State of Illinois Health Education requirement. Students from the ELL program will receive language support in their acquisition of health educational material.

## Introduction to Sports Medicine

Credit: 1/2	Level: IV
Grade Offered: 11, 12	Fall PE7911 Spring PE7912
Prerequisite: Grade of B or better in Health or Division Chair approval	

This course provides students with an opportunity to learn medical terminology, basic anatomy, physiology, kinesiology, and prevention/treatment techniques relative to athletic injuries. Students contemplating medical or paramedical careers gain background in medical concepts. The course also offers practical knowledge and skills for today's recreational athlete. This course does not satisfy nor fulfill the junior or senior year PE requirement. It is to be taken in conjunction with PE.

## Sports Officiating

Credit: 1/2	Level: III
Grade Offered: 11, 12	Fall PE7401 Spring PE7402
Prerequisite: Junior or Senior standing. Sophomore PE and Health with a C or better. Must have a current physical on file. Athletes in season will not be dismissed to Athletic Study Hall.	

This course provides students with the opportunity to learn rules for soccer (fall semester), softball (spring semester), volleyball, and basketball. Students will be offered a setting in which to practice application of the rules, proper positioning, signaling, and conflict resolution. Students interested in earning income within the community will be offered a setting in which to develop their skills. Students will need to pursue certification on their own so they can work within the community park districts, feeder schools, and clubs, who are always in need of officials. The course will fulfill the junior or senior year PE requirement. Homework will be assigned. The course may be repeated. Athletes in season will not be dismissed to Athletic Study Hall.

## SCUBA Diving

Credit: ½ (dc)	Level: III
Grade Offered: 11, 12	Fall PE7611 Spring PE7612
Duplicate Credit	Fall PE7621 Spring PE7622
Prerequisite: Junior or Senior standing, Sophomore PE and Health with a C or better, comfortable in the water, current physical & health questionnaire (no epilepsy or diabetes), division chair approval	

This semester SCUBA course will provide students with the knowledge and skills necessary to safely experience SCUBA activities in the pool and open water settings. The activity portion of the course will first address swimming and skin diving skills, before moving into advanced skills on Self-Contained Underwater Breathing Apparatus. This course will provide cross-curricular opportunities with emphasis in the sciences, especially physics and physiology. Additionally, working in an underwater silent environment will create a necessity for students to communicate with the teacher and their peers utilizing sign language. At the completion of this course, a student that has met the pool requirements will be prepared for the option to go to a local quarry in June to complete the open water dives to become certified in PADI Open Water SCUBA. Certification will require taking standard PADI written quizzes, exams and a finals along with equipment and skill checks in the pool. Additionally, knowledge reviews must be completed throughout the text as homework and class activities. **This course may only be taken one semester per year. However, to repeat the course, students are encouraged to have Open Water Certification. Juniors and Seniors will not be dismissed to Athletic Study Hall.**

## Physical Education Program

With a shift in emphasis from an activity oriented curricula to one emphasizing wellness and personal fitness, the Physical Education/Health Department has implemented the latest fitness-related technology to help move the department and its students into the next century. This change has been realized at the South Campus where the curricula uses a theory-application model to increase fitness related activity to 50% of the total curricula. The North Campus curricula builds on the fitness concepts learned at the freshman/sophomore levels and adds the elements of personalizing the fitness program. The department has utilized the Tri-Fit 600 System, a computerized fitness assessment system, to assist all students in the overall understanding of their personal fitness needs.

Students will be able to track their fitness progress over their entire four-year high school experience. Along with the collection of physiological and health risk data, students will be able to create a customized fitness program that should be the catalyst to make fitness and wellness a long-enduring endeavor.

## Modified Physical Education

Credit: 1/2 or		Level: III	
Grade Offered:	9	Fall	PE8516
		Spring	PE8517
	10	Fall	PE8526
		Spring	PE8527
	11	Annual	PE8531
			PE8532
	12	Annual	PE8541
			PE8542

Prerequisite: Medical doctor's written order

This course provides an individualized PE program for

those students whose physical impairments or development prohibits them from participation in vigorous activity. A variety of physical activities are provided within the physical limitations of the students.

## Physical Education I

Credit: 1/2	Level: III	
Grade Offered: 9	Fall	PE8116
	Spring	PE8117

Prerequisite: Physical Examination

Students in this course establish a foundation in a variety of PE activities and in a fitness program both within a co-educational setting. For one-half of the class, instruction, practice, and participation are provided in the following activities; field games, basketball, flag football, softball, swimming, pickle ball, track and field, and training concepts. For the other half of class time, students develop personal fitness programs. They will acquire fitness concepts and apply these in weight training, conditioning, aerobics, flexibility, etc., activities. This dual approach - recreational and fitness activities - affords students the opportunity to develop life-long recreational interests and sound personal fitness habits. The Tri-Fit 600 System technology is utilized at this level.

## Physical Education II

Credit: 1/2	Level: III	
Grade Offered: 10	Fall	PE8126
	Spring	PE8127

Prerequisite: Sophomore standing

Recreational and personal fitness program development is continued in the sophomore year. As students mature physically and emotionally, their interests and abilities expand, as well. As a result, recreational activities such as swimming, tennis, volleyball, and badminton are introduced, as are more sophisticated fitness concepts and activities. In the second year, students can access progress made during freshman year, and they will be able to develop more specific programs that meet their expanding needs. The Tri-Fit 600 System technology is utilized at this level.

## Physical Education III and IV

Credit: 1/2	Level: III	
Grade Offered: 11, 12	Fall	PE8131
	Spring	PE8132

Prerequisite: Junior and Senior standing

Instruction, practice, and participating are provided in a co-educational setting in a variety of lifetime sports and physical education activities. Students will select a block of activities on the first day of the semester. Each student's elected program will be balanced with appropriate wellness and fitness activities. The Tri-Fit 600 System technology, and the development and implementation of personal fitness plans will augment the fitness phase of the curricula. This course fulfills the PE requirement.

# Physical Education Classes

*When choosing Annual Courses, you will need the first and second semester codes.*

## Freshman Courses

PE8116/7 Physical Education  
PE8516/7 Freshman Modified PE

### Elective Fall Only

PE8916 Dance Studies 1 (Cr. Arts Credit)

### Elective Spring Only

PE8917 Dance Studies 1 (Cr. Arts Credit)  
PE8927 Dance Studies 2 (Cr. Arts Credit)

## Sophomore Courses

### Fall Only

PE8916 Dance Studies 1 (Cr. Arts Credit)  
PE9046 Health  
PE9356 ELL Health  
PE8126 Sophomore P.E.  
PE8527 Sophomore P.E. Modified  
PE8527 Sophomore P.E. Medical  
Permission Needed

### Spring Only

PE8917 Dance Studies 1 (Cr. Arts Credit)  
PE8927 Dance Studies 2 (Cr. Arts Credit)  
PE9047 Health  
PE9357 ELL Health  
PE8127 Sophomore P.E.  
PE8527 Sophomore P.E. Modified  
PE8527 Sophomore P.E. Medical  
Permission Needed

## Junior and Senior Courses

### Fall Only

PE7301 Applied Personal Fitness  
PE8921 Dance Studies II (Cr. Arts Credit)  
PE8951 Dance Studies II (Phys. Ed. Credit)  
PE8931 Dance Studies III (Cr. Arts Credit)  
PE8961 Dance Studies III (Phys. Ed. Credit)  
PE7811 Exercise Physiology  
PE9051 Family Health Issues  
PE9041 Health Education  
PE7911 Introduction to Sports Medicine  
(Not for Phys. Ed.. Credit)  
PE8131 Physical Education III – IV  
PE7611 SCUBA Diving  
PE7401 Sports Officiating

### Spring Only

PE7302 Applied Personal Fitness  
PE8922 Dance Studies II (Cr. Arts Credit)  
PE8952 Dance Studies II (Phys. Ed. Credit)  
PE8932 Dance Studies III (Cr. Arts Credit)  
PE8962 Dance Studies III (Phys. Ed. Credit)  
PE7812 Exercise Physiology  
PE9052 Family Health Issues  
PE9042 Health Education  
PE7912 Introduction to Sports Medicine  
(Not for Phys. Ed.. Credit)  
PE8132 Physical Education III - IV  
PE7612 SCUBA Diving  
PE7402 Sports Officiating

### Fall or Spring

PE5551/2 Career Internship

# Did You Know?

More than  
250,000  
people die  
prematurely of  
disease  
associated  
with  
sedentary  
systems.

Practicing lifelong healthy lifestyles  
is the key to  
health, wellness, and fitness.

Regular aerobic physical activity increases  
the strength of the heart muscle and plays  
a role in the prevention of heart disease.

**EXERCISE IS MEDICINE!**

## Have you ever considered a career as a...

### Physical Education

Physical Education Teacher  
Health Teacher  
Fitness Director  
Personal Trainer  
Sports Official  
(Umpire/Referee)  
Coach  
Health & Fitness Center  
Director  
Aerobics Instructor  
PE & Fitness Equipment  
Designer  
Corporate Fitness Director  
Sports Apparel Distributor  
Professional Athlete  
Golf/Tennis Pro  
Aquatic Director  
Lifeguard  
Yoga Instructor  
Stress Management Facilitator  
Rock Climbing Instructor  
Team Building Facilitator  
Sports Administrator  
Television Sports Broadcaster  
News Sports Broadcaster

### Sports Medicine

Athletic Trainer  
Physical Therapist  
Anatomist  
Nurse  
Chiropractor  
Paramedic/EMT  
Exercise Physiologist  
Massage Therapist  
Physician Assistance  
Doctor Nutritionist  
Sports Psychologist

### Dance

Professional Dancer  
Dance Educator  
Dance Therapist  
Dance Video  
Performer  
Director  
Choreographer  
Dance Photographer  
Dance Critic  
Dance Studio Owner

### Recreation

Park District  
Superintendent  
Recreation Supervisor  
Resident Camp Director  
Recreational Therapist





Biology  
Chemistry  
Astronomy  
Aviation Math & Physics  
AP Biology  
AP Chemistry  
Environmental Science  
AP Environmental Science  
Food Chemistry  
Geology  
Human Anatomy & Physiology  
Introduction to Organic Chemistry  
Physics  
AP Physics I  
AP Physics C  
Physical Science  
Career Internship Program

# *Science*



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## Science Department Philosophy

All high school students need a broad background in science. To attain a broad background, all students should complete at least three years of science including one course each in biology, chemistry, and physics. If these three core courses are completed by the end of junior year, students have maximized their opportunities to do well on standardized tests, such as ACT and PSAT, and will be prepared for further study of science during their senior year.

An important component of all science courses is laboratory work. Laboratory work gives students direct contact with the material studied in the course, develops lab skills, increases a student's understanding of how science actually works, and helps the student develop analysis, interpretation, and synthesizing skills.

### Science Sequences

There are many science sequences that students may select because of their interests and career plans. The sequences shown below are intended to provide a solid background in science and not restrict students in their choices. Other sequences are possible when students, with input from teachers, counselors and parents, choose different course levels for biology, chemistry, and/or physics.

### General Information

- Two credits in science are required for graduation. However, courses in biology, chemistry, and physics should be included in every student's four year academic plan to provide a balanced preparation for future vocational and/or educational goals.
- Most colleges require at least two credits of a laboratory science for admission and some (especially Illinois universities) require three. Many colleges and universities suggest a three or four year sequence for students entering engineering, medicine and the health services, home economics, and computer sciences.
- Most colleges recommend both natural and physical science experience.

### Science Placement into Academic Ability Levels

The Division Chair recommends placement for incoming freshmen based upon an integrated analysis of the following performance indicators:

1. standardized test scores on the EXPLORE test
2. information from the eighth grade teachers

### Science and Advanced Placement (AP)

The Science Department offers preparation for AP examinations in four areas.

#### 1. AP Biology

AP Biology is the suggested course to prepare for the AP examination in biology or related examinations given by various colleges and universities. As the course descrip-

tion indicates, it is equivalent to two semesters of college biology.

#### 2. AP Chemistry

The AP Chemistry course is the equivalent of one or two semesters of college chemistry. AP Chemistry uses the College Board syllabus to prepare students for the AP examination in chemistry.

#### 3. AP Physics C

AP Physics C is a college level physics course for students whose post-high school plans call for a major in engineering science, the physical sciences, astronomy, medicine, or any related technical field. AP Physics C is a calculus-based university physics course and covers all of the material traditionally offered in the introductory college courses of engineering science and other related fields. As a result, the AP Physics C course students will be prepared for both AP Physics C examinations: Electricity and Magnetism, and Mechanics.

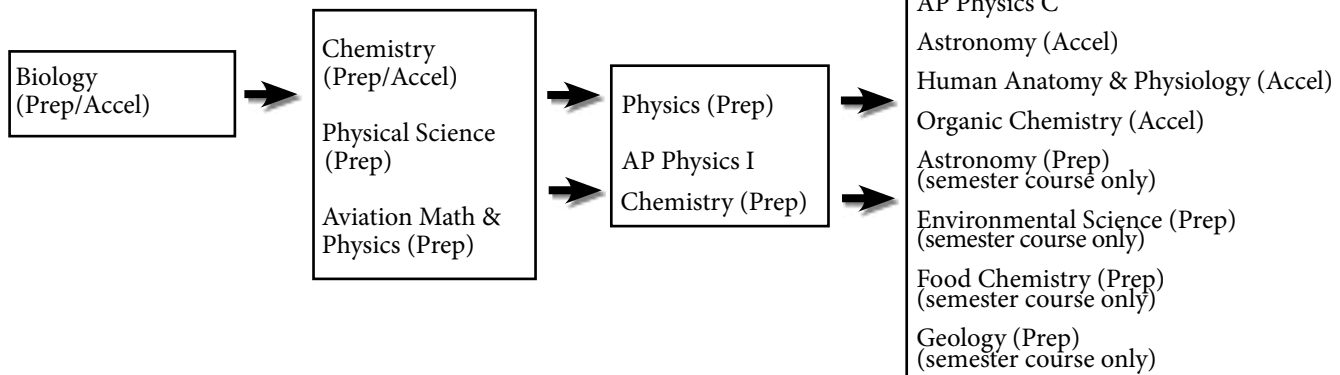
#### 4. AP Physics I

AP Physics I is an algebra-based physics course and covers mechanics, rotation and sound. This course is equivalent to one semester of college physics.

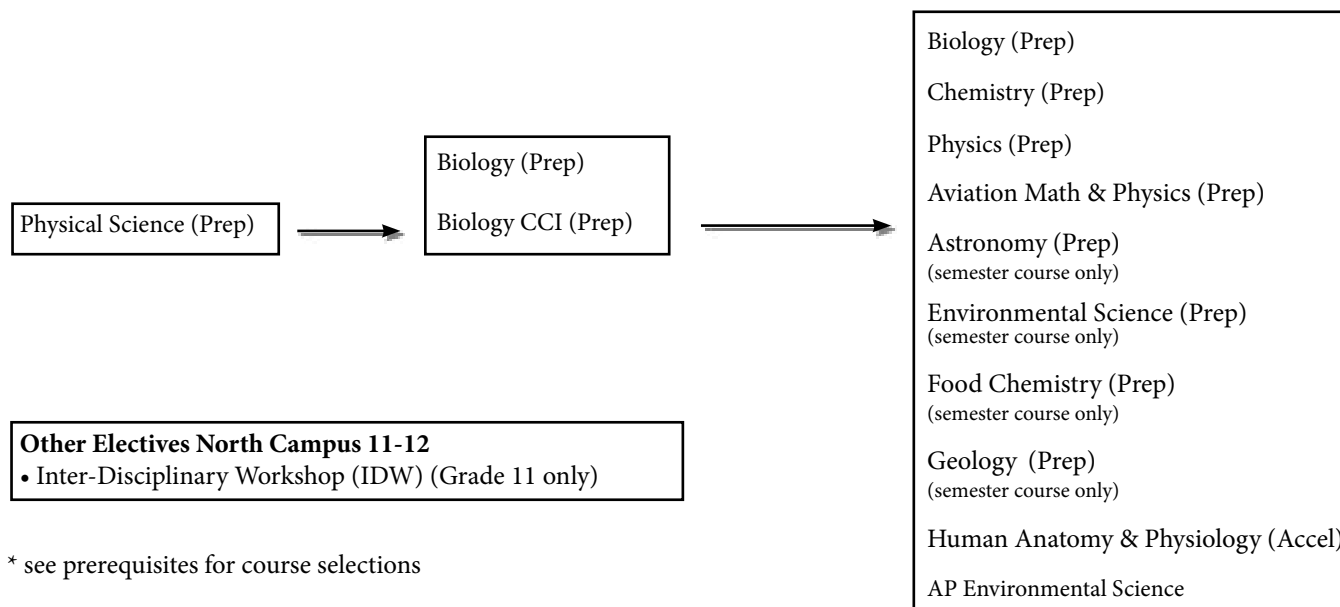
#### 5. AP Environmental Science

AP Environmental Science is the course to prepare students for the AP examination in environmental science. The course is equivalent to one semester of college environmental science.

**11th and 12th Grade Options if  
student meets prerequisites and/or  
Division Chair Approval**



**11th and 12th Grade Options if  
student meets prerequisites and/or  
Division Chair Approval**



**Other Electives North Campus 11-12**

- Inter-Disciplinary Workshop (IDW) (Grade 11 only)

\* see prerequisites for course selections

## Science Department Standards

**As a result of their core science courses (biology, chemistry, physics) students will be able to know and apply...**

1. the concepts, principles, and processes of scientific inquiry to investigate questions, conduct experiments, and solve problems.
2. concepts that explain how living things function, change, and adapt.
3. concepts that describe how living things interact with each other and with their environment.
4. concepts that describe properties of matter and energy and the interactions between them.
5. concepts that describe force and motion and the principles that explain them.
6. concepts that describe the features and processes of the Earth and its resources.
7. concepts that explain composition and structure of the universe and Earth's place in it.
8. the accepted practices of science.

- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

## Astronomy (Prep)

Credit: 1/2	Level: III
Grade Offered: 11, 12	
	Fall SN5311
	Spring SN5312
Prerequisite: One year of science	

Astronomy is the oldest of all sciences. It began as an attempt by people to understand the world around them. Even today, people wonder what lies beyond our planet. Astronomy is the laboratory study of the night sky, our solar system, and objects which make up the universe. The origin, evolution, and future of our solar system, galaxy, and universe will be studied, and the existence of black holes and other cosmic oddities will be discussed. Students will learn about the history and future of space exploration, and how the science of astronomy, however old, is always changing. Students cannot level change into Astronomy (Accel) from this class.

## Astronomy (Accel)

Credit: 1	Level: IV
Grade Offered: 11, 12	
	Annual SN7311
	SN7312
Prerequisite: One year of natural science & Physics (Chemistry strongly recommended)	

Astronomy is the oldest of all sciences. It began as an attempt by people to understand the world around them. Even today, people wonder what lies beyond our planet. Astronomy is the laboratory study of the night sky, our solar system, and objects which make up the universe. The study of astronomy and space science requires knowledge of biology, chemistry, and physics. In this course, techniques used by amateur and professional astronomers will be incorporated, students will learn to identify objects in the night sky and make predictions of celestial events such as eclipses. The origin, evolution, and future of our solar system, galaxy, and universe will be studied, and the existence of black holes and other cosmic oddities will be discussed. Students will learn about the history and future of space exploration, and how the science of astronomy, however old, is always changing. Students cannot level change into Astronomy (Prep) from this class.

## Aviation Mathematics & Physics (Prep)

Credit: 1	Level: III
Grade Offered: 10	Annual SN4616
	SN4617
Prerequisite: Enrollment in Aviation Program or one year of Biology & C or better in Algebra (Prep)	

Aviation Mathematics and Physics (Prep) explores the fundamentals of mathematics and physical sciences appropriate to the training of the aviation maintenance technician. The math topics include ratios and proportions, solving linear equations and geometric properties. The aviation physics topics include atmospheric properties, thermodynamics, fluid mechanics, heat, power, work, machines, and sound. Students will be offered the opportunity to take the course for science credit and/or college credit through Embry Riddle University as part of the Aviation Maintenance Program. Students taking the course for college credit must take the required tests for FAA certification for the Aviation Maintenance Program. Students taking the course for college credit will earn 2 hours of transcribed credit with Embry Riddle University.

## Biology (Prep)

Credit: 1	Level: III
Grade Offered: 9, 10	Annual SN5116
	SN5117
11, 12	Annual SN5111
	SN5112
Prerequisite: None	

This college preparatory course focuses on an understanding of life and major life processes. Emphasis is placed upon unifying principles and concepts applicable to all life forms and the adaptations of diverse organisms to carry out fundamental functions. The objectives of the course are met through laboratory work, demonstration, lecture, homework, and visual aids. This preparatory course is planned for students who have attained basic

skills and who are working toward higher competencies. This course moves at a pace that allows frequent review and checks for understanding.

## Biology Cross Curricular Integration (CCI) (Prep)

Credit: 1	Level: III
Grade Offered: 10	Annual SN5226 SN5227

Prerequisite: Recommendation from Humanities or by English or Math/Science chair approval

Biology CCI is one course of a two hour block that combines biology, language arts and reading. Students will study biology in a project-based setting with a focus on an understanding of life and major life processes. The objectives of this course are met through traditional science methods such as laboratory work, demonstration, lecture, homework and visual aids combined with the interpersonal communication skills, reading strategies and writing competencies of a language arts classroom. This course may only be taken in conjunction with English Cross Curricular Integration (CCI).

## Biology (Accel)

Credit: 1	Level: IV
Grade Offered: 9, 10	Annual SN7116 SN7117

Prerequisite: None

This college preparatory course focuses on an understanding of life and major life processes. Emphasis is placed upon unifying principles and concepts applicable to all life forms, and the adaptations of diverse organisms to carry out fundamental functions. The objectives of the course are met through laboratory work, demonstration, lecture, homework, and visual aids. Biology (Accel) explores biological topics in greater depth than does Biology (Prep) and provides greater opportunity for involvement in AP course offerings at the junior/senior level. This course is planned for students with above average reading comprehension and writing skills.

## AP Biology

Credit: 1	Level: V
Grade Offered: 11, 12	Annual SN8311 SN8312

Prerequisite: One year of Biology (Accel) with a B or better & one year of Chemistry (Physics strongly recommended)

AP Biology is a second course in biology offered to those students who have successfully completed the first level course. Taught at the college level, it is considered to be the equivalent of two semesters of college biology. The content is laboratory oriented. Areas covered in the course are plant growth and development, comparative vertebrate anatomy, animal physiology, genetics, microbiology, embryology, and a review of the basic principles of biology. Animals dissected for study in comparative vertebrate anatomy include the Amphioxus and one mammal (cat, rabbit, or mink). Human physiology is also an important part of the course. The program prepares students for the AP examination in Biology.

## Chemistry (Prep)

Credit: 1	Level: III
Grade Offered: 10	Annual SN5616 SN5617
11, 12	Annual SN5611 SN5612

Prerequisite: Completion of Algebra Prep or higher

Chemistry is the study of composition and structure of matter and the changes that matter undergoes, and the energy associated with those changes. Principles of chemistry as well as applications of chemistry are emphasized. Chemical concepts are developed through the use of mathematical relationships and are reinforced through laboratory activities.

- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

## Chemistry (Accel)

Credit: 1	Level: IV
Grade Offered: 10	Annual SN7216 SN7217
11, 12	Annual SN7211 SN7212
Prerequisite: Completion of Algebra (Accel) with a grade of B or better or Algebra (Prep) with a B or better	

Chemistry is the study of the composition and structure of matter, the changes matter undergoes, and the energy associated with those changes. Chemistry concepts are reinforced through laboratory activities. This course moves at a faster pace than Chemistry (Prep), while covering a greater range of topics to a greater depth. Mathematics is an integral part of the course. Out of class reading and comprehension are key to success in this course, and students will be expected to independently acquire information.

## AP Chemistry

Credit: 1	Level: V
Grade Offered: 11, 12	Annual SN8211 SN8212
Prerequisite: One year of a natural science and one year of Chemistry (Accel) with a grade of B or better or Chemistry (Prep) with a grade of A (Physics strongly recommended)	

AP Chemistry is intended to provide a college level course in chemistry for interested and capable students. Students considering careers in technical fields such as chemistry, chemical engineering, general engineering, and medicine, or for careers in areas where a knowledge of chemistry will be required, should consider this course. Those who complete the course may take the AP examination in Chemistry. This course is equivalent to two semesters of college chemistry. Topics include electronic and atomic structure, stoichiometry, reactions, thermochemistry, periodicity, bonding, intermolecular forces, kinetics, equilibrium, acids and bases, thermodynamics, and electrochemistry.

## Environmental Science (Prep)

Credit: 1/2	Level: III
Grade Offered: 11, 12	Fall SN6011 Spring SN6012
Prerequisite: One year of science	

General interest topics of ecology, population, politics, pollution, and other vital problems of survival of mankind are covered. The course provides the student with an awareness of our world and ways the student can help improve its quality. Students must participate in research in the form of discussion and reports. Field trips, lectures, and lab projects will supplement the research. Students cannot level change into AP Environmental Science from this class.

## AP Environmental Science

Credit: 1	Level: V
Grade offered: 11, 12	Annual: SN8511 SN8512
Prerequisites: One year of a natural science and one year of a physical science (Chemistry or Physics) (Both Chemistry and Physics strongly recommended)	

AP Environmental Science is an ecology course which allows students to apply many of the principles learned in biology, chemistry, and physics to better understand the biosphere and the environmental and economic choices facing contemporary society. Topics include: sustaining terrestrial and aquatic biodiversity; the history of the modern environmental movement; ecological principles; climate, weather, and biomes; the harvesting and use of renewable and non-renewable energy resources; petrochemicals, hazardous wastes, and toxicology; human population growth; soil and water resources; food and agriculture; mining and solid waste; the atmosphere and air pollution; climate change and ozone depletion; renewable resource sustainability and environmental ethics. Field trips are an integral part of this course and are therefore mandatory. Students cannot level change into Environmental Science (Prep) from this class.



## Food Chemistry (Prep)

Credit: 1/2	Level: III
Grade Offered: 11, 12	
	Fall SN9211
	Spring SN9212
Prerequisite: One year of science	

This course utilizes the scientific method of study to investigate the chemical components and physical properties of various foods and how food reacts when different preparations and cooking methods are used. Dietary concepts are studied with emphasis on how nutrition, wellness, and the body's utilization of food are related. Students will learn various ways food is preserved, processed, and prepared. Homework and projects are a large part of this course. Students may receive either Practical Arts or Science credit.

## Geology (Prep)

Credit: 1/2	Level: III
Grade Offered: 11, 12	
	Fall SN6121
	Spring SN6122
Prerequisite: One year of science	

This course is an introductory, hands-on look at the geologic study of our Earth and is designed for students interested in understanding more about our Earth. Students will learn about four general areas of study: (1) The Rocks and Minerals on our Earth (2) Topography of the Earth's surface (3) Dynamic Processes that shape our earth such as earthquakes, volcanoes, and mountain Building (4) Earth History, a study of the geologic time scale and how earth has changed over time.

## Human Anatomy and Physiology (Accel)

Credit: 1	Level: IV
Grade Offered: 11, 12	
	Annual SN9511
	SN9512
Prerequisite: One year of natural science and one year of Chemistry	

Essential principles of human anatomy and physiology are presented including basic chemistry, cell and tissue studies, and an overview of body systems including skeletal, muscular, cardiovascular, respiratory, nervous, endocrine, reproductive, digestive, excretory, and immune. Dissection and computer technology will be an integral part of the course. Some comparative anatomy and physiology will be included especially while completing the dissections.

## Introduction to Organic Chemistry (Accel)

Credit: 1	Level: IV
Grade Offered: 11, 12	Annual SN5811
	SN5812
Prerequisite: One year of natural science and one year of Chemistry	

This course is offered to give students who will take organic chemistry in college an advantage over the usual chemistry background. This includes those students who wish to go into one of the following fields: medicine, dentistry, pharmacology, nursing, home economics, biology, chemistry, and related fields. Students become familiar with the naming and structure of organic compounds. A knowledge of some of the basic reactions of organic chemistry is gained through laboratory work and study of lecture materials. Topics include alkanes, alkenes, alkynes, aromatics, alcohols, aldehydes, ketones, acids, amines, amides, and spectroscopy.

## Physical Science (Prep)

Credit: 1	Level: III
Grade offered: 9, 10	Annual SN4516
	SN4517
Prerequisite: None	

Physical Science is a lab-based course which provides comprehensive practice and assessment of science skills. This course will cover chemistry, physics and earth science concepts while using the scientific method. Emphasis is placed on problem-solving, measuring, analyzing data and higher-order thinking skills such as inferring, questioning, designing experiments and drawing conclusions. Physical Science is a solid preparation for Biology, Chemistry, Physics and other advanced science courses.



## Physics (Prep)

Credit: 1	Level: III
Grade Offered: 11, 12	Annual SN4911 SN4912
Prerequisite: Completion of Algebra (Prep) or higher	

Physics is fundamental to all other sciences. The ideas and concepts are related to other sciences and mathematics. This course is laboratory centered. Laboratory activities are used to teach the main ideas. An activity is used to introduce an idea, then it is taught at the conceptual level, and finally an activity is used as an application of this idea. Topics include fundamental concepts of scientific thinking, motion, momentum, energy, gravity, rotational dynamics, waves, sound, light, electricity, magnetism, and quantum and nuclear physics.

## AP Physics I

Credit: 1	Level: V
Grade Offered: 10	Annual SN8116 SN8117
11, 12	Annual SN8111 SN8112
Prerequisite: Completion of Advanced Algebra w/ Trigonometry (Prep) or Geometry (Accel)	

AP Physics I is an algebra-based college level physics course. This is a laboratory study for student discovery of the physical universe. Major topics of study include: motion, energy, dynamics, momentum, light and sound. This is a first year physics course and is equivalent to one semester of college level physics. Students can take AP Physics C as a second year course.

## AP Physics C

Credit: 1	Level: V
Grade Offered: 11, 12	Annual SN8411 SN8412
Prerequisite: One year of natural science and Physics (Accel) with a grade of B or better or Physics (Prep) with a grade of A and completion or concurrent enrollment in Calculus AB or BC (Chemistry strongly recommended)	

AP Physics C is a calculus-based college level physics course. This course would be ideal for those planning a career in engineering, medicine, science, math, health-

related fields, or any technical field. Major topics studied are mechanics, electricity, and magnetism. Supplemental topics may include thermodynamics, physical and geometric optics, and modern physics. Understanding of basic principles and application of these principles in problem solving are the major goals of this course. Those who take the course may take the AP examination in Physics. This course is equivalent to two semesters of college physics. As a result of this course, students will be prepared for both AP Physics C examinations: Electricity and Magnetism, and Mechanics.

## Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered: 11, 12	Fall SN5551 Spring SN5552 Summer SN5558, SN5559

This course is designed for the career-minded student who is seeking work experience in an area that the student wishes to pursue upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for duplicate credit. It is the sole discretion of each department team to recommend the student for a work internship. Application does not guarantee admission.

# Science Classes

*When choosing Annual Courses, you will need the first and second semester codes.*

## Freshman Courses

SN5116/7	Biology Prep
SN7116/7	Biology Accel
SN4516/7	Physical Science Prep

## Sophomore Courses

### Annual

SN4616/7	Aviation Math & Physics Prep
SN5116/7	Biology Prep
SN5226/7	Biology CCI Prep
SN7116/7	Biology Accel
SN5616/7	Chemistry Prep
SN7216/7	Chemistry Accel
SN4516/7	Physical Science Prep
SN8116/7	AP Physics I

## Junior and Senior Courses

### Annual

SN7311/2	Astronomy Accel
SN5111/2	Biology Prep
SN8311/2	AP Biology
SN5611/2	Chemistry Prep
SN7211/2	Chemistry Accel
SN8211/2	AP Chemistry
SN8511/2	AP Environmental Science
SN9511/2	Human Anatomy & Physiology Accel
SN5811/2	Introduction to Organic Chemistry Accel
SN4911/2	Physics Prep
SN8111/2	AP Physics I
SN8411/2	AP Physics C

### Fall Only

SN5311	Astronomy Prep
SN6011	Environmental Science Prep
SN9211	Food Chemistry Prep
SN6121	Geology Prep

### Spring Only

SN5312	Astronomy Prep
SN6012	Environmental Science Prep
SN9212	Food Chemistry Prep
SN6122	Geology Prep

# Did You Know?

## 20 High-Paying Science Careers for the Next Decade

- Surgeon
- Anesthesiologist
- Internist
- Dentist
- Oral Surgeon
- Nurses
- X-ray technician
- Physician Assistant
- Psychiatrist
- Environmental Consulting
- Natural Sciences Manager
- Mining
- Petroleum
- Green Energy
- Civil Engineer
- Aerospace Engineering
- Astronomy
- Engineering Manager
- Nanotechnology
- Materials Science

A recent U.S. Department of Commerce study shows that over the past 10 years, growth in Science, Technology, Engineering and Mathematics (STEM) jobs was three times greater than that of non-STEM jobs. The report also shows that STEM jobs are expected to continue to grow at a faster rate than other jobs in the coming decade.

## Have you ever considered a career as a...



Acoustical Research Engineer  
Aeronautical Engineer  
Agricultural Engineer  
Anneal Physiology  
Archeologist  
Assembling Engineer  
Astrogeologist  
Astronaut  
Astronomer  
Astrophysicist  
Audio Engineer  
Bioanalyst

Biochemist  
Botanist  
Cardiologist  
Chemical Engineer  
Chemist  
Computer Scientist  
Cytogeneticist  
Dentist  
Education  
Engineer  
Entomologist  
Food Science  
Food Science Technician  
Forensic Anthropologist  
Forensic Chemist  
Forensic Scientist  
Forestry  
Geologist  
Geoscientist  
Health Care Worker  
Herpetologist  
Horticulturist  
Life Science Writer

Marine Biologist  
Molecular Biologist  
Neurobiologist  
Oceanographer  
Physical Trainer  
Physicist  
Plant Ecologist  
Plant Geneticist  
Plastic Surgeon  
Psychologist  
Quality Insurance Engineer  
Researcher  
Solid State Chemist  
Space Scientist  
Staff Scientists  
Structural Engineer  
Surgeon  
Systems Engineer  
Veterinarian  
Water Resources Engineer  
Wildlife Biologist  
Wildlife Ecologist  
Wildlife Psychologist  
Zoo Keeper  
Zoologist

World History, World History ELL, World History Humanities  
U.S. History (*ELL, Prep, Accel, AP*)  
U.S. History American Studies(*Prep, Accel*)  
Career Internship Program  
AP Comparative Government & Politics  
Constitutional Law  
Contemporary Issues in American Society  
Economics  
AP European History  
Global Relations  
Human Geography  
International Business Economics  
AP Macroeconomics  
AP Microeconomics  
Psychology for Life  
Psychology of the Mind  
AP Psychology  
Sociology  
AP United States Government & Politics

# *Social Studies*

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## Social Studies Department Philosophy

The goal of social studies instruction at LTHS is for students to acquire knowledge of what it is to be human, to live in social groups, and to be part of a world made up of all types of cultures and nations. Social Studies helps students examine the history and roots of customs, institutions, beliefs, and prejudices. It teaches young people where they have come from so they may think clearly and make intelligent choices about where they are going. Through social studies instruction, students will gain understanding of cultural and ethnic differences. It also serves as a vehicle to enable students to perform the duties of citizenship and to acquire the analytical skills they need to function in the 21st century. Through the use of critical reading, writing, and cooperative group work, students will develop the ability to process information, analyze it, and synthesize it into a realistic world view.

## Required Sequences

### South Campus 9

- World History Humanities
- World History
- World History ELL



### North Campus 11-12

- U.S. History (ELL, Prep, Accel, AP)
- U.S. History American Studies (Prep, Accel)

### Elective Sequences

#### South Campus 9-10

- Contemporary Issues in American Society

- Economics

- Global Relations

- AP European History

- Human Geography



#### North Campus 11-12

- AP United States Gov't. & Politics

- AP Macroeconomics

- AP Comparative Gov't. & Politics

- AP Microeconomics

- International Business Economics

- Psychology of the Mind

- Psychology for Life

- AP Psychology

- European History AP

- Sociology

- Constitutional Law

- Economics

- Inter-Disciplinary Workshop (IDW) (Grade 11 only)

# Social Studies Department Standards

*The Social Studies Department has established standards for student learning that both guide its courses and programs and challenge students academically. There are six general standards as titled and stated below. In addition, each general standard has specific student learning standards that are available upon request. Finally, specific standards for each course and program have been developed, and these are distributed to students at the beginning of each semester or annual course.*

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|---------------------|---|
| <b>Standard I</b>   | <b>Culture</b><br>Social Studies programs will include experiences that provide for the study and understanding of culture; understanding of individual development; and interaction among individuals, groups, and institutions.   |
| <b>Standard II</b>  | <b>Global Connections – Time, Continuity, and Change</b><br>Social Studies programs will include experiences that provide the study and understanding of global connections and interdependence that analyze examples of conflict and cooperation among groups, societies, and/or nations.                      |
| <b>Standard III</b> | <b>People, Places, Environments, Science, and Technology</b><br>Social Studies programs will include experiences that provide for the study and understanding of the relationships between people, places, environments, and technology.  |
| <b>Standard IV</b>  | <b>Power, Authority, and Governance</b><br>Social Studies programs will include experiences that provide for the study and understanding of how people create, live within, and change their structures of power, authority, and governance.  |
| <b>Standard V</b>   | <b>Production, Distribution, and Consumption</b><br>Social Studies programs will include experiences that provide for the study and understanding of how people have organized for and worked within the production, distribution, and consumption of goods and services throughout history and in the present. |
| <b>Standard VI</b>  | <b>Civic Ideals and Practices</b><br>Social Studies programs will include experiences that provide for the study and understanding of ideals, principles, and practices of a citizen in a democratic republic.  |
| <b>Standard VII</b> | <b>Interdisciplinary Connections</b><br>Social Studies programs will include experiences that provide for the study and understanding of interdisciplinary connections and interdependence.   |



## Social Studies Graduation Requirements

- All students must successfully complete 1 year of World History, 1 year of a U.S. History course offering, .5 (1/2) credit of an elective Social Studies course, and the United States Constitution Exam.
- World History is a requirement for graduation from Lyons Township High School. Students who fail this course should immediately re-enroll in the course during the following semester(s) or during summer school, regardless of their campus assignment.

### Social Studies Advanced Placement Examinations

AP examinations are available in seven areas. Division chair approval for placement into a Social Studies AP course will be based upon an integrated analysis of the following indicators:

- a. teacher, counselor, and parental approval;
  - b. past performance in Social Studies courses;
  - c. concurrent enrollment in an English (Accel) or (Hon) course; and
  - d. PLAN/ACT test scores in English, Reading, and Study Skills.
1. **United States Government and Politics**  
In order to be prepared for the United States Government and Politics AP examination, students should enroll in United States Government and Politics AP. It is expected that students enrolling in the course possess some topical familiarity by reading newspapers and periodicals. Students may enroll in this course and other social studies courses concurrently during the fall semester of their junior and/or senior years.
  2. **Comparative Government and Politics**  
In order to be prepared for the Comparative Government and Politics AP examination, students should enroll in Comparative Government and Politics AP. Students may enroll in this course and other social studies courses concurrently during the spring semester of their junior and/or senior years.
  3. **Macroeconomics** It is expected that students enrolling in this course already possess some topical familiarity by reading newspapers and periodicals. This semester course is offered in the fall semester every year.
  4. **Microeconomics** In order to be prepared for this course and its AP examination, students should have previously taken the Macroeconomics AP course. Furthermore, students in this course must have a solid mathematics background. This semester course is offered every year.
  5. **European History** In order to be prepared for the AP European History examination, students should enroll in this course. In order to do well in the course and on the examination, students should have a rich and varied background of academic courses. To enroll in the course, students should read and write at high levels since the work is college equivalent. This course is offered in grades 10, 11, and 12, and is an annual course.
  6. **Psychology** In order to be prepared for the Psychology AP examination, students should enroll in this course. This is an annual course that satisfies a social studies elective requirement for graduation. It is expected that students enrolling in this class have well-developed reading and writing skills since the work is college-level equivalent. This course is offered in grades 11 and 12.
  7. **U.S. History** In order to be prepared for the AP United States History examination, students should enroll in U.S. History AP. This course satisfies the U.S. History requirement for graduation. Students must enroll in both semesters of the course. The course is open to both juniors and seniors. It is particularly desirable that prospective students have an interest in history and have performed well in previous Social Studies and English courses.

- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

## AP United States Government & Politics

Credit: 1/2 Level: V  
 Grade Offered: 11, 12 Fall SS8311  
 Prerequisite: Teacher recommendation or Division Chair approval

This course is designed to give students a critical perspective on government and politics in the United States. Major topics studied in the course are the constitutional underpinnings of American government; political beliefs and behaviors; political parties and interest groups; institutions and policy processes of national government; and civil rights and civil liberties. It is assumed that students enrolling in this course have a reasonable familiarity with American government and politics. The course prepares the student for the AP examination given in May.

## AP Comparative Government & Politics

Credit: 1/2 Level: V  
 Grade Offered: 11, 12 Spring SS8242  
 Prerequisite: Teacher recommendation or Division Chair approval

This course is designed to give students a critical perspective of government and politics by examining concrete situations in China, Great Britain, Russia, Iran, Mexico, and Nigeria. The course prepares the students for the AP Examination.

## Constitutional Law

Credit: 1/2 (cr/nc) Level: III  
 Grade Offered: 11, 12 Fall SS6331  
 Spring SS6332  
 Prerequisite: None

Students taking Constitutional Law will come to understand their rights and responsibilities in the American legal system. Topics of study include the Bill of Rights, the U.S. Supreme Court, the Illinois court system, the civil law process and criminal law process, and the way the judicial system influences daily life. Teaching methods include discussion, role-play, and a mock trial. Students will research a Supreme Court case that has had an impact on our individual rights. The class will also take a field trip to the Cook County Criminal Courthouse and other law enforcement related destinations. This class emphasizes how the legal system

applies to individuals, students, and minors, and also evaluates the impact of court cases on our rights. An emphasis is placed on analytical thinking skills by gathering and evaluating evidence and presenting persuasive arguments.

## Contemporary Issues in American Society

Credit: 1/2 (cr/nc) Level: III  
 Grade Offered: 9, 10 Fall SS6516  
 Spring SS6517  
 Prerequisite: None

This course explores events and issues that have changed American society since World War II, making this an excellent class to prepare for U.S. History. Students will explore what it means to be a 21st century American by examining U.S. policy related to constitutional rights, cultural diversity, media, foreign policies, homeland security, immigration, and other areas. Students will have opportunities to participate in meaningful discussion, debate, and deliberation about the questions that face the United States. Students will make connections to news events at the local, national, and international levels.

## Economics

Credit: 1/2 (cr/nc) Level: III  
 Grade Offered: 10 Fall SS5916  
 Spring SS5917  
 11, 12 Fall SS5911  
 Spring SS5912  
 Prerequisite: None

This class focuses on topics such as production of goods, value of money, labor market, global trade, inflation and the national debt. Students will apply concepts such as supply and demand to solve real world problems, and they will develop the skills to understand how businesses organize themselves in order to maximize profit. The course will be project-based and student-centered, including projects such as the Chicago Tribune Stock Market Game, the Federal Reserve Challenge and several other case studies. These activities will afford students the opportunity to apply knowledge from class to current economic issues.

## AP European History

Credit: 1	Level: V
Grade Offered: 10	Annual SS8216
	SS8217
11, 12	Annual SS8211
	SS8212
Prerequisite:	Teacher recommendation or Division Chair approval

Students should take AP European History if they have a strong interest in history and feel capable of reading and writing at a college level. The course is intended to give students an opportunity to experience the pace and intensity of a college-level course in modern European history. Working in the context of Europe from the Renaissance to the present, students develop skills in analysis of historical problems and in the selection and evaluation of sources. An important objective of the course is to prepare students for the AP European History Examination. This course will be offered to sophomores if sufficient enrollment at SC warrants. Sophomores will not be able to take this course at NC during their Sophomore year.

## Global Relations

Credit: 1/2	Level: IV
Grade Offered: 9, 10	Fall SS6936
	Spring SS6937
Prerequisite:	Grade of B or better in World History; and/or a grade of C or better in English (Prep), (Accel), or (Hon); or approval of Division Chair.

This accelerated course uses U.S. foreign policy as a window into the issues of poverty, globalization, terrorism and conflict. The class challenges students by foregoing any use of a traditional textbook or study guide(s) and utilizing a variety of written materials that require students to read, write, and discuss at an advanced level.

## Human Geography

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall SS5886
	Spring SS5887
Prerequisite:	None

In a time where the news we watch, the food we eat, the clothes we wear, the people we meet, and the decisions we make are increasingly global, we need to know the world!" – National Geographic. This semester class examines how Americans interact with the world from a physical, cultural, economic, and political standpoint. Our world's shrinking natural resource base accompanied by a growing world population continues to define the balance between the developing and the developed countries of the world. Why these issues matter to high school students will be a central focus.

## International Business Economics

Credit: 1/2 (cr/nc)	Level: IV
Grade Offered: 11, 12	Fall SS5931
	Spring SS5932
Prerequisite:	None

Interested in learning about the global economy? This course is designed for the student who wants to discover and learn how political systems, cultural differences, and values of world economics impact world business practices and decisions. Students will be given an opportunity to develop business skills and knowledge to function successfully as business professional in a global society. The students will be actively involved in group work, projects, reading and writing activities, critical thinking/problem solving of global economic issues. Speakers from the international business world will identify employment and career opportunities as global society. Students will be actively involved in group will identify employment and career opportunities as well as share their own personal experiences. Students may elect this course for Practical Arts credit in Business Education or for Social Studies credit.

## AP Macroeconomics

Credit: 1/2	Level: V
Grade Offered: 11, 12	Fall SS8261
Prerequisite:	Teacher recommendation or Division Chair approval

This course is aimed at giving students a thorough understanding of the principles and concepts that apply to our economic system. Particular emphasis is on the study of national income and price determination, and the course also develops students' familiarity with economic performance measures, economic growth, and international economics. Fundamental economic concepts such as scarcity, opportunity costs, and comparative advantages will be included. Current economic topics and questions will be presented in order to prepare students for the AP Examination.

## Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered: 11, 12	Fall SS5551
	Spring SS5552
	Summer SS5558, SS5559

This course is designed for the student who is seeking work experience in an area that they wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher,

develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for duplicate credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

## AP Microeconomics

Credit: 1/2	Level: V
Grade Offered: 11, 12	Spring SS8482
Prerequisite: Teacher recommendation or Division Chair approval	

The purpose of this course is to provide students will a thorough understanding of the principles of the economy that apply to the functions of the individual decision makers, both consumers and producers, within an economic system. This course will provide basic supply and demand theory, theory of the firm, and micro-analysis of economic problems and situations found in the various markets in our country. Current economic problems and models will be presented. Current economic topics and problem solving will be used in order to prepare the student for the AP Examination.

## Psychology of the Mind

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall SS6111
	Spring SS6112
Prerequisite: None	

Have you ever wondered how your mind works? Why do we think about things differently than our friends? Our parents? What are your dreams trying to tell you? Psychology of the Mind is an introductory course designed to answer these and other important questions. Topics we will study include: the mental process involved in thinking and memory, sleep cycles and dream analysis, the brain, sensation and perception, and intelligence. We will also discuss careers available in psychology and spend some time researching new developments in psychology. After completing this course, students will have a better understanding of how we can understand, predict, and control human behavior.

## Psychology for Life

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall SS6121
	Spring SS6122
Prerequisite: None	

How do we develop? What causes depression? Why do we experience emotions? Psychology for Life is an introductory course designed to answer these important

questions. Topics we will study include: mental health and mental illness, therapies, child development, adolescent behavior, old age and dying, personality theories, motivation, emotion, attitudes and how they influence our beliefs, as well as the most influential studies in Social Psychology. Students in Psychology for Life will spend time during the semester researching new developments in psychology. After completing this course, students will be better able to understand, predict and control human behaviors.

## AP Psychology

Credit: 1	Level: V
Grade Offered: 11, 12	Annual SS8511
	SS8512
Prerequisite: Teacher recommendation or Division Chair approval	

This course is aimed at instructing and preparing students for successful completion of a college level course, and includes preparation for the AP Psychology Examination. The teaching will emphasize a scientific approach to the study of psychology. Topics include: neuroscience, human development, learning, memory, thinking and intelligence, states of consciousness, social psychology and psychological disorders and therapy. Students will also be expected to complete original research on various psychological topics and complete a research paper. This class also analyzes current research to solidify the learning of psychological concepts and experimentation. Students who enroll in this course are expected to demonstrate strong reading and writing skills and be able to complete nightly reading assignments in order to be successful.

## Sociology

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall SS6011
	Spring SS6012
Prerequisite: None	

Sociology is the history of today. It is the scientific study of societies and human group behavior. Students explore issues relevant to 21st century life and how society influences behavior. Students examine global development and how technology and social change relate. Sociology provides the opportunity to explore other cultures, question the causes of social behavior and the relevance of sociology to their lives. Selected topics covered include culture, values, norms, globalization, socialization, social status, roles, deviance, conformity, the social institutions of family, religion, and education, and global inequality and prejudice.



## U.S. History (Prep): American Studies

Credit: 2 (1 credit for English and 1 credit for U.S. History)

Level: III

Grade Offered: 11

Annual SS5741  
SS5742

Prerequisite: English II

American Studies III (Prep) is a thematic approach to learning American History/Literature designed for students who want to try something a little different, yet meet all of the requirements of the English III (Prep) and U.S. History (Prep) courses. The course meets daily in a two-hour block of time, at times allowing for a larger class environment to create a greater sense of community. This structure creates the flexibility to more fully explore the people, events, and culture that helped shape this country's history while simultaneously being influenced by the ideas and literature that came from them. For instance, while studying past and current trends of immigration, students will participate in a simulation of Ellis Island, read short stories written by or about immigrants, and write their own piece of historical fiction. This course involves group work/collaboration, reading, writing, public speaking/presentation opportunities and tests that are geared to all English III (Prep) and U. S. History (Prep) students.

## U.S. History (Accel): American Studies

Credit: 2 (1 credit for English and 1 credit for U. S. History)

Level: IV

Grade Offered: 11

Annual SS7411  
SS7412

Prerequisite: English II (Accel) or (Hon)

American Studies (Accelerated) is a combination of U.S. History and American Literature that meets daily in a two-hour block of time and meets all the requirements for English and U.S. History credit. The combination of literature and history allows students to see the connections between American culture and the historical forces that shaped it. The class is organized thematically, rather than chronologically. This allows students to better make connections between history and literature as well as recognizing patterns in the same. For example, while studying the Roaring Twenties in history, students will read *The Great Gatsby* in literature and work on projects related to life in that decade, but will also apply those same themes to later American history and other pieces of literature. These experiences include a hands-on approach to history and literature through which students may engage in creative writing, group presentations, deliver speeches, make a short film, or become involved in social issues. Major emphasis is placed on developing written argumentation skills in preparation for college expectations. This challenging course will re-

ward students who are intellectually curious and willing to extend themselves.

## U. S. History (Prep)

Credit: 1

Level: III

Grade Offered: 11, 12

Annual SS5711  
SS5712

Prerequisite: None

U.S. History (Prep) attempts to promote student understanding of the numerous factors which have played a part in the development of American society. Areas of concentration and study begin with the colonial period and conclude with the issues of contemporary America. Emphasis is placed on reading and writing skills necessary for college.

## U.S. History (Accel)

Credit: 1

Level: IV

Grade Offered: 11, 12

Annual SS7131  
SS7132

Prerequisite: None

U.S. History (Accel) is for the serious student who wants an intensive, high-level thinking course with a rich U.S. History content. This option is a challenging course for a student who not only enjoys learning about history, but also analyzing the events and decisions made in the past. With a focus on writing, as well as reading, analyzing and discussing primary sources, students will learn how to connect historical events and ideas to a particular argument. In class, student analysis of history will occur in many forms, including Supreme Court hearings and formal debates, as well as taking on the role of a historical person. Major emphasis is on developing high-level writing and reading skills necessary for college.

## AP U. S. History

Credit: 1	Level: V
Grade Offered: 11, 12	Annual SS8111 SS8112
Prerequisite: Teacher recommendation or Division Chair approval	

The course is intended for those qualified students who wish to take a college level United States history course while still in high school. The course is a chronological survey with emphasis on in-depth study of significant topics. An important objective of the course is to prepare students for the AP U.S. History Examination. A student typically takes this course in the junior year but may elect to take the course during the senior year instead. This course satisfies the U.S. History graduation requirement.

## U.S. History ELL (English Language Learner)

Credit: 1	Level: III
Grade Offered: 11, 12	Annual SS3411 SS3412
Prerequisite: English Language Learner (ELL) identified and confirmed, and approval of ELL Coordinator	

U.S. History ELL attempts to promote student understanding of the numerous factors which have played a part in the development of American society. Areas of concentration and study begin with the colonial period and conclude with the issues of contemporary America. Emphasis is placed on developing reading and writing skills. This course is especially designed for those students who are learning to speak, read, and write in English as their second language.

## World History

Credit: 1	Level: III
Grade Offered: 9	Annual SS5816 SS5817
Prerequisite: None	

World History aims to help students understand the complex world in which they live by developing insights into the thoughts and feelings of people within their own culture/civilization and other cultures/civilizations, as well as relating the past to the present and future. Students learn that although human needs are basically the same everywhere, differences in environment and history have played a determining role in establishing variety in cultures/civilizations. This course demon-

strates to students that history, geography, economics, political science, and social and cultural life are basic to the study of human development.

## World History Humanities

Credit: 1	Level: III
Grades Offered: 9	Fall SS5856 SS5857
Prerequisite: Recommendation for Humanities block	

World History I Humanities is one course of three that make up the Humanities block designed to integrate the curricula of world history, English, and reading. Students are taught reading skills through the thematic teaching of content. The course explores the events of world history and the literature and non-fiction that relate to those time periods as well as make connections with current world issues. Students benefit from a lower student to adult ratio, access to current technology, and the flexibility of a three-hour block of time. The structure of the course incorporates Prep level instruction in reading, writing, listening, speaking, and researching while infusing 21st century and critical thinking skills with brain-based learning.

## World History ELL

Credit: 1	Level: III
Grade Offered: 9, 10	Annual SS5846 SS5847
Prerequisite: English Language Learner (ELL) identified and confirmed, and approval of ELL Coordinator	

World History ELL aims to help the students understand the complex world in which they live by developing awareness of the thoughts and feelings of people within their own culture, as well as relating events in the past to the present and to the future. Students learn that although human needs are basically the same everywhere, differences in the environment and history have played a significant role in determining the different ways people met these needs, thus establishing a variety of cultures. This course demonstrates to students that history, geography, political systems, and social and cultural life are basic to the study of human development. This course is especially designed for those students who are learning to speak, read, and write in English as their second language.



# Social Studies Classes

*When choosing Annual Courses, you will need the first and second semester codes.*

## Freshman Courses

SS5816/7 World History  
SS5846/7 World History ELL  
SS5856/7 World History Humanities  
(Eng I Human. Prep/World History  
Human. Prep/Reading I Prep)

## Electives

### Fall Only

SS6516 Contemporary Issues in American Society  
SS6936 Global Relations  
SS5886 Human Geography□□□□

### Spring Only

SS6517 Contemporary Issues in American Society  
SS6937 Global Relations  
SS5887 Human Geography

## Sophomore Courses

### Annual

SS8216/7 European History AP

### Fall Only

SS6516 Contemporary Issues in American Society  
SS5916 Economics  
SS6936 Global Relations  
SS5886 Human Geography

### Spring Only

SS6517 Contemporary Issues in American Society  
SS5917 Economics  
SS6937 Global Relations  
SS5887 Human Geography

## Junior and Senior Courses

### Annual

SS7131/2 U.S. History Accel  
SS8111/2 U.S. History AP  
SS5711/2 U.S. History Prep  
SS3411/2 U.S. History ELL  
SS7411/2 U.S. History Prep: Am. Studies  
SS5711/2 U.S. History Accel: Am. Studies  
SS8211/2 European History AP  
SS8511/2 Psychology AP

### Fall Only

SS6331 Constitutional Law  
SS5911 Economics  
SS5931 International Bus. Economics  
SS8261 Macroeconomics AP  
SS8311 US Govt AP & Politics  
SS6111 Psychology of the Mind  
SS6121 Psychology for Life  
SS6011 Sociology

### Spring Only

SS6332 Constitutional Law  
SS5912 Economics  
SS5932 International Bus. Economics  
SS8242 Comparative Govt & Politics AP  
SS8482 Microeconomics AP  
SS6112 Psychology of the Mind  
SS6122 Psychology for Life  
SS6012 Sociology

### Fall or Spring

SS5551/2 Career Internship

# Have You Ever Considered A Career In ?

## Anthropology

Anthropology Teacher  
Archaeology  
Criminology

Ethnology  
Linguistics  
Museum Curator

## Courses

American Studies  
Sociology

U.S. History  
World History  
Human Geography

## Economics

Accountant  
Actuary  
Advertising Executive  
Analyst  
Banking  
Business Management  
City Manager  
Claims Adjuster  
Economics Teacher  
Economist

Franchise Operator  
Industrial/Agricultural  
Economist  
Insurance Agent  
Investment/Financial  
Management Trainee  
Marketing Researcher  
Urban Planner  
Taxation Specialist

## Courses

American Government AP  
American Studies  
Comparative Government AP  
Contemporary Issues  
Economics  
European History AP  
International Business Econ.

Macroeconomics AP  
Microeconomics AP  
Psychology  
U.S. History  
U.S. History AP  
World History  
Human Geography

## Geography

Biographer  
Cartographer  
Climatologist/Meteorologist  
Demographer  
Environmentalist  
Foreign Service  
Geography Teacher  
Diplomat

Geologist  
Land Use Planner  
Law Enforcement  
Oceanologist  
Recreation Planner  
Resource Management  
Travel Agent

## Courses

American Studies  
Contemporary Issues  
Economics  
Human Geography

Global Relations  
U.S. History  
World History

## History

Antique Dealer  
Architect  
Archivist  
Art Historian  
Biographer  
Civil Engineer  
Columnist/Correspondent  
International Business  
National Park  
Historian/Guide

History Consultant  
History Teacher  
Judge  
Lawyer  
Librarian  
Museum Curator  
Politician  
Writer

## Courses

American Government AP  
American Studies  
Comparative Government AP  
Constitutional Law  
European History AP

Psychology  
Psychology AP  
U.S. History  
World History  
U.S. History AP

## Political Science

Criminologist  
Foreign Service  
Government Researcher  
Judge  
Lawyer

Political Science Teacher  
Politician  
Public Administrator  
Urban Planner

## Courses

American Government AP  
American Studies  
Comparative Government AP  
Constitutional Law  
Contemporary Issues  
European History AP  
Global Studies

International Business  
Economics  
Psychology  
Psychology AP  
U.S. History  
U.S. History AP  
World History

## Psychology/Sociology

Camp Director  
Career Counselor  
Clergyman  
Criminologist  
Demographer  
Employment Counselor  
Ethnologist  
Industrial Sociologist  
Law Enforcement

Personnel Director  
Psychiatrist  
Psychologist  
Psych-Sociology Teacher  
Quantitative Analyst  
Recreation Director  
School Counselor  
Social Worker  
Urban Planner

## Courses

American Studies  
Contemporary Issues  
Psychology

Psychology AP  
Sociology  
U.S. History

Biology  
Consumer Economics  
Curriculum Skills Resource  
Driver Education  
English I, II, III & IV  
Geometry  
Health  
Inclusion Study Hall  
L.I.F.E. English  
L.I.F.E. Home Living Education  
L.I.F.E. Mathematics  
L.I.F.E. Physical Education  
L.I.F.E. Reading  
L.I.F.E. and Work Skills I & II  
Math I & II  
Personal Psychology  
Personal/Social Development Resource  
Personal/Social Development Core Classes  
Physical Science  
Practical Math  
Reading  
Social Communication  
Transition Program  
Transition Home Living  
Transition Physical Education  
United States History  
Work Experience II & III  
World History

# *Special Education*

**Mrs. Karen C. Brown, Department Chair**

TEL: SC (708) 579-6521

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## Special Education Services Department Description

A continuum of support services are available for students with disabilities. Programs range from support services provided in the general education classroom to special education content area classrooms for instructional or functional academic needs.

Each Special Education Services teacher serves as a case manager for a group of students with disabilities. The case manager serves as a team member with the student's counselor, social worker, and general education teachers in supporting the student with special needs. The department program coordinators and school psychologists facilitate annual review and other IEP meetings.

The department's services are coordinated by the director and supported by program coordinators, psychologists, social workers, speech language pathologists, special education teachers, itinerants, and paraeducators.

## Course Sequences and Offerings

**All Learning Independence for Every Day (L.I.F.E.) Classes are housed at South Campus**

LIFE English	LIFE Physical Education	LIFE Social Skills
LIFE Reading	LIFE Skills I-II	LIFE Work Experience
LIFE Mathematics	LIFE Home Living Education	

### South Campus 9-10

English I	English II
Math I	Math II
World History	Health
Personal/Social Development	Curriculum Skills Resource
Reading	Biology
Social Communication	Drivers Education

### North Campus 11-12

English III	English IV
Geometry	Practical Math
U.S. History	Personal Psychology
Personal/Social Development	Curriculum Skills Resource
Physical Science	Reading
Work Experience II-III	Social Communication
	Consumer Education

Transition Program
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**Special Education**

# Special Education Services

## LADSE

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### LADSE Mission

*LADSE is a special education cooperative governed by a Directing Board made up of the superintendents of its 17 member districts. LADSE, in partnership with its member districts, provides a full continuum of programs, services, and supports for students and their families and LADSE and district staff. LADSE's multi-district, self-contained programs are housed in member district school buildings. LADSE also provides to its member districts related services such as occupational and physical therapy, speech language, assistive technology, as well as professional development. All student services are accessed through the student's home district.*

### LEAST RESTRICTIVE ENVIRONMENT OPTIONS

#### Regular Education Classes, Special Education Classes, and Related Supportive Services

- Support services that may be provided to the regular education classroom are a ParaEducator, collaborative consultation to the classroom teacher by Special Education Services staff, modified curriculum, and/or resource pullout instruction for tutorial and/or compensatory instruction (i.e., Curriculum Skills Resource class, Personal Social Development class, Inclusion Facilitator services, and Vocational/Transitional Coordinator services).
- Instructional academic classes for students with significant educational needs in reading, writing, mathematics, organization, and work completion provide a practical approach to basic skill and concept development. They are offered in required subjects such as English, mathematics, history, driver education, health, consumer education, social studies, and science.
- LIFE academic classes (formerly called Functional classes) provide a community based approach to the following major areas: domestic, recreation/leisure, self-help, motor, language, and cognitive skills with an emphasis on life skills training, vocational training, and independent functioning in the community.
- Transition Program offers transition services for individuals who are ages 18 to 22 with various disabilities. The program offers services in a simulated real-life setting with meaningful practice and application of independent living and vocational skills.

#### Special Education Self-Contained

- A student may require specialized instruction throughout the school day, 9-10 periods per day. A student in a self-contained setting at the high school level receives instruction in required course offerings and some selected elective course offerings in Special Education Services with minimal participation in regular education. Participation in the lunchroom and hallways continues. This is considered a very restrictive environment.

#### Related Services

- The most commonly provided related services include hearing itinerant services, occupational therapy, physical therapy, school health services, school psychological services, school social work services, vision itinerant services, speech/language services, and transition services. Parents seeking assistance in these areas should contact their student's counselor, social worker, case manager, and/or the Special Education Services Program Coordinator.

- An asterisk (\*) following “credit” indicates a course which applies toward the Practical Arts graduation requirement.

## Biology

Credit: 1 Level: III  
Grade Offered: 10 Annual IP2116  
IP2117

Prerequisite: None

The goal of this course is to develop an understanding of the unity in the diversity of life forms and processes. Major concepts and areas of biology are introduced through a variety of hands-on, practical, and appropriately paced activities designed to fit a variety of students' learning styles. The course makes biology a “real” part of students' everyday life by increasing their awareness of their place in the environment. This class meets one of the graduation requirements for Science.

## Consumer Economics

Credit: 1/2 Level: III  
Grade Offered: 11, 12 Fall IP2851  
Prerequisite: None Spring IP2852

Consumer Economics focuses on personal money management to help students become more informed consumers. A variety of units teach students how to address the consumer issues that they will face in their adult lives. Topics include insurance, housing, transportation, health services, credit, buying goods, and banking. Attention is also given to the basic economic structures in our country. This class meets the graduation requirement for Consumer Economics.

## Curriculum Skills Resource

Credit: 1/2 (dc) Level: Same as  
Grade Offered: 9, 10 English Placement  
Fall IP0216  
Spring IP0217  
11, 12 Fall IP0211  
Spring IP0212

Prerequisite: Director or designee and Individual Education Plan (IEP) team approval

This course consists of two major components: resource support and learning strategy instruction. Resource support is provided to students with IEP's to meet the needs associated with their enrollment in general education classes. Learning strategy instruction is based on the Strategic Instruction Model (SIM) developed at the University of Kansas and encompasses instruction in test-taking, self-questioning, vocabulary development, and paraphrasing. Additionally, the class addresses self-advocacy and during students' junior year, post-secondary education entrance test preparation.

## Driver Education

Credit: 1/2 Level: III  
Grade Offered: 10, 11, 12 One semester  
Fall IP9146  
Spring IP9147  
Summer school  
9, 10, 11, 12  
Prerequisite: At least 15-years-old and have passed at least eight classes (four credits) in the previous two semesters.

The classroom phase of Driver Education is the only requirement for graduation at LTHS. (See pgs. v and 6). For eligibility and classroom standards, see page 75.

## English I

Credit: 1 Level: III  
Grade Offered: 9 Annual IP2216  
IP2217

Prerequisite: None

English I is a literature based class designed to help students improve in the areas of reading, writing, and critical thinking skills. Vocabulary development, use of inference and literary techniques are stressed during classroom discussion. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

## English II

Credit: 1 Level: III  
Grade Offered: 10 Annual IP2226  
IP2227

Prerequisite: English I

English II continues the development of reading, writing and critical thinking skills. Novels are discussed in terms of plot, setting, conflict, characterization and vocabulary. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

## English III

Credit: 1 Level: III  
Grade Offered: 11 Annual IP2231  
IP2232

Prerequisite: English II

English III is a continuation of the themes and literary techniques discussed in English II. Novels and non-fiction texts are the basis for discussion and written language assignments. Vocabulary development continues to be emphasized. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.



## English IV

Credit: 1 Level: III  
Grade Offered: 12 Annual IP2241  
IP2242

Prerequisite: English III

In English IV, novels and non-fiction texts are used to reinforce Language Arts and to encourage critical thinking. Compositions requiring students to make judgments and comparisons are stressed. Differentiated instruction focuses on helping students address their IEP goals in the areas of written language and reading comprehension.

## Geometry

Credit: 1 Level: III  
Grade Offered: 11, 12 Annual IP2331  
IP2332

Prerequisite: Math I and Math II

This course focuses on basic Geometry and uses problem situations, manipulative models, and technology to investigate geometric concepts, relationships, and systems. The concepts/topics emphasized in the course include measurement, geometric patterns, coordinate geometry, two- and three-dimensional figures, congruence, and similarity. Problem-solving situations presented in the course promote communication, engage student reasoning, and foster connections within mathematics, to other disciplines, and to the real world. The class also addresses individual needs of students in reviewing and reinforcing pre-algebra and algebra concepts. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of math computation and math reasoning.

## Health

Credit: 1/2 Level: III  
Grade Offered: 10 Fall IP9016  
Spring IP9017

Prerequisite: None

This course provides in-depth and appropriately-paced instruction in the following areas: human anatomy and physiology, mental health (including death education), chronic and degenerative diseases, human sexuality, alcohol, drugs and tobacco, consumer health, environmental health, and first-aid. The course provides in-depth instruction in the following areas: human anatomy and physiology; mental health (including death education); chronic and degenerative disease; human sexuality; alcohol, drugs, and tobacco; consumer health; environmental health; and first-aid.

## Inclusion Study Hall

Credit: 0 Level: III  
Grade Offered: 9, 10 Fall IP0046  
Spring IP0047

11, 12

Fall IP0041  
Spring IP0042

Prerequisite: Director or designee and IEP team approval

This is a service provided to students with severe executive functioning needs who require supports to address time management, organization, self-regulation and decision making within a small environment. The goal is for students to move into the General Study Hall with their non-disabled peers as soon as they are able to implement these executive functioning skills with little or no prompting. This service is provided to students with Inclusion facilitation services. Placement is based on the determination of the IEP Team in conjunction with the Inclusion Team and the Special Education Director or Designee.

## LIFE English

Credit: 1 (dc) Level: III  
Grade Offered: 9 - 12 Annual IP1516  
IP1517

Prerequisite: Director or designee and IEP team approval

This highly individualized course uses research based curriculum to teach students essential language arts skills. Students learn to demonstrate understanding of words, stories, and written language in a manner that best reflects student goals. This class helps students make connections and generalize language arts across curricula.

## LIFE Home Living Education

Credit: 1 (dc) Level: III  
Grade Offered: 9 - 12 Annual IP1316  
IP1317

Prerequisite: Director or designee and IEP team approval

The emphasis of this course is to enhance students' daily living skills. Skill development will focus on kitchen safety, meal planning and preparation, and operating household appliances (e.g. washer, dryer, small appliances, stove, etc). The course is individualized to meet each student's needs.

## LIFE Mathematics

Credit: 1 (dc) Level: III  
Grade Offered: 9 - 12 Annual IP1216  
IP1217

Prerequisite: Director or Designee and IEP team approval

This course is designed to develop and enhance basic math skills. Instruction will focus on money skills, telling time and time management, computation, measurement, and word problems. The course is individualized to meet each student's needs.

## LIFE Physical Education

Credit: 1 (dc) Level: III  
Grade Offered: 9 - 12 Annual IP7016  
IP7017

Prerequisite: Director or designee and IEP team approval

This course offers an individualized physical education program for students with various ability levels. Safety instruction and practice is an essential component of the course. Instruction, participation, and practice in a variety of physical and recreational activities helps students establish a foundation in personal and team activities. The course is individualized to meet each student's needs.

## LIFE Reading

Credit: 1 (dc) Level: III  
Grade Offered: 9 - 12 Annual IP1616  
IP1617

Prerequisite: Director or designee and IEP team approval

This course is designed to provide individualized and intensive reading instruction. The course builds skills in the area of phonics, sight-word identification, vocabulary, fluency, spelling, and comprehension. A variety of texts, including research – based curricula and leisure books, are used to meet reading goals. The course is individualized to meet each student's needs.

## LIFE & Work Skills I

Credit: 1 (dc) Level: III  
Grade Offered: 9 Annual IP1916  
IP1917  
10, 11 Annual IP1926  
IP1927

Prerequisite: None

The focus of this course is to develop independent living skills and work readiness skills. Life skills development will focus on the areas of behavior, communication, community, grooming, self-awareness, money, recreation, safety, social skills, time management, and weather. Work readiness skills will include career exploration, work behaviors and on-campus work training which is individualized based on student's skills, abilities and interests. Emphasis will also be on interaction within the environment and the development of skills necessary for success in adult life. The content of this course is designed to meet the individualized needs of students based on their goals and transition plans.

## LIFE & Work Skills II

Credit: 1 (dc) Level: III  
Grade Offered: 11 Annual IP1936  
IP1937

12

Annual IP1946  
IP1947

Prerequisite: LIFE Skills I or the approval of the Director or designee and IEP team approval

The focus of this course is to further enhance life skills and work readiness skills. Students will work on developing, improving, and extending skills required for increased independence. The emphasis will be on continued life skill development in the areas of behavior, communication, community, grooming, self-awareness, money, recreation, safety, social skills, time management, and transportation. Work readiness skills will include further career exploration, work behaviors, job seeking skills and on and off campus work training which is individualized based on student's skills, abilities and interests. Curriculum implementation will include interactions within various environments. The content of this course is designed to meet the individualized needs of students based on their goals and transition plans.

## LIFE Social Skills

Credit: 1 (dc) Level: III  
Grades Offered: 9, 10, 11, 12 Annual IP1416  
IP1417

Prerequisite: Director or designee and IEP team approval

This class offers direct instruction and repeated practice in order for students to learn and demonstrate social skills across school, community, and work environments. Through role playing, discussion, and other community activities, students will learn how to establish and maintain positive relationships with peers, and adults. The content of this course is designed to meet the individualized needs of students based on IEP goals.

## Mathematics I

Credit: 1 Level: III  
Grade Offered: 9 Annual IP2316  
IP2317

Prerequisite: None

This course is designed for students needing mathematical background before studying Algebra. This pre-Algebra course focuses on basic operations with real numbers, problem solving, introduction to linear equations and basic Geometry concepts. Students learn to perform operations with integers, decimals, and fractions. Other topics include solving and simplifying linear equations, recognizing properties of exponents, and scientific notation. Students are equipped with the essential skills they need to master word problems through guided step-by-step problem solving techniques. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of math calculation and math problem solving.

## Mathematics II

Grade Offered:	10	Annual	IP2326 IP2327
Prerequisite:	Mathematics I		

The class provides students with essential concepts and skills they need to succeed in a first-year Algebra course. The curriculum includes application lessons that demonstrate how algebra is integrated with related math content areas such as Geometry, Probability, and Statistics. Students learn to solve everyday math problems by translating them into algebraic language. The class also provides on-going support in basic math skill development and remediation. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of math calculation and math problem solving.

## Personal Psychology

Credit:	1/2	Level:	III
Grade Offered:	11, 12	Fall	IP2921
		Spring	IP2922
Prerequisite:	None		

This course is designed to provide students with the opportunity to apply information about human behavior to themselves and their environment. Content, materials, and general concepts of psychology are presented and tied to personal development and responsibility. This course will satisfy a graduation requirement in Social Studies. This class meets the .5 graduation requirement for Social Science.

## Personal/Social Development Resource

Credit:	1/2 (cr/nc) (dc)	Level:	Same as English Placement
Grade Offered:	9, 10	Fall	IP2416
		Spring	IP2417
	11, 12	Fall	IP2421
		Spring	IP2422
Prerequisite:	Director or designee and IEP team approval		

This is a course for students who are eligible for Special Education services under the category of Emotional Disability. The course will work with students in improving self-image, social adjustment, self-discipline, ability to handle daily stress situations, developing future plans and setting goals for themselves, along with problem solving strategies. Students will monitor and reflect on progress by earning daily points for behavior, participation, organization, and attendance.

## Personal/Social Development - Self-Contained Content Area Courses

Credit:	1	Level:	III
Grade Offered:	9, 10	Annual	TBD
	11, 12	Fall	TBD
		Spring	TBD

Prerequisite: Director or designee and IEP team approval

Students who are enrolled in the Personal/Social Development class may also be enrolled in the following courses. These classes are not available on a credit/no credit basis.

- PSD English I, II, III, IV
- PSD Mathematics I, II
- PSD Geometry
- PSD Consumer Economics
- PSD World History (South Campus)
- PSD US History (North Campus)

## Physical Science

Credit:	1	Level:	III
Grade Offered:	11, 12	Annual	IP2171 IP2172

Prerequisite: None

This course is designed to help students learn the basic laws and principles found within Physics, Chemistry, Earth Science, Astronomy and Meteorology and Chemistry. Students will work with data and improve their abilities to infer and classify information. Hands on investigations and lab activities will help students apply the skills they are learning to everyday life. Differentiated instruction will address the students' learning needs as indicated in their Individual Education Plans. This class meets one of the graduation requirements for Science.

## Practical Math

Credit:	1		
Grade Offered:	11, 12	Annual	IP1241 IP1242

The course is designed to reinforce and teach basic mathematical skills that are essential for successful employment in various vocational fields. General problem solving strategies for everyday situations are also presented. The course will address development of practical math skills in the following areas: fractions, whole numbers, decimals, percentage, estimation, probability, basic statistics, customary and metric measurement, and the understanding and use of graphs and charts. Differentiated instruction focused on helping students address their individual IEP goals in the areas of math computation and math reasoning.

## Reading

Credit: 1 (dc)	Level: III
Grade Offered: 9, 10	Fall IP2516
	Spring IP2517
11, 12	Fall IP2511
	Spring IP2512
Prerequisite: Director or designee and IEP team approval	

This research-based course is designed specifically for students who require a more intensive reading program. Using a guided reading approach, this class enables students to learn and practice reading strategies focusing on comprehension, vocabulary and fluency through whole-group, small-group and individual activities. Data collected through curriculum based measures is used to adjust instruction in order to meet the individual needs of all students.

## Social Communication

Credit: 1 (dc)	Level: Same as English class
Grade Offered: 9, 10	South Campus IP2296
	IP2297
11, 12	North Campus IP2291
	IP2292
Prerequisite: Director or designee and IEP team approval	

This class targets the needs of students who have pervasive impairments in social communication that significantly affect their ability to learn and interact with others within the school and community environments. A variety of units teach students perspective taking, meaningful conversation strategies, non-verbal communication and self-advocacy. Students must demonstrate a knowledge of metalinguistic concepts as determined by the Speech-Language Pathologist.

## Transition Program

Credit: 1	Annual	IP1556
Grade Offered: 12+		IP1557

The goal of the Transition Program is to offer transition services to individuals with various disabilities/ability levels (ages 18-22) who have met the requirements for graduation. The Transition Program offers a continuum of services in an authentic setting with meaningful practice and application of a full spectrum of independent living and vocational skills. The Transition Program follows a unique time table that does NOT align with the regular high school bell schedule. Individuals work on a variety of skills and activities based on individual goals, including (but not limited to) life skills, community-based training, vocational training, transportation training and recreation/leisure activities. Additionally,

students in the Transition Program have access to the LTHS Transition House. The LTHS Transition House opened in winter of 2011 and serves to acquaint students with foundations of home living in an authentic setting. The Transition House is used to teach basic home upkeep, gardening, laundry, cooking, home project management, home safety, etc.. Other topics may be covered as different opportunities arise.

## Transition Home Living

Credit: 1 (dc)	Level: III
Grade Offered: 12+	Annual IP5316
	IP5317
Prerequisite: Director or designee and IEP team approval	

The Transition Home Living class is offered to transition-age students (ages 18-22) of various ability levels. The expectation for this class is that students will have obtained their Certificate of Completion. Transition Home Living focuses on further enhancing independence in kitchen safety, meal planning/preparation, and the use of small household appliances in authentic settings. It is the goal of Transition Home Living to promote the meaningful practice and application of domestic living as it exists in the adult world. Twice weekly students will practice home living skills at the Transition House. Students will leave the Transition Home Living program with a better understanding of the expectations and requirements of functional adult living.

## Transition Physical Education

Credit: 1 (dc)	Level: III
Grade Offered: 12+	Fall IP7116
	Spring IP7117

Prerequisite: Director or designee and IEP team approval

The Transition Physical Education class is offered to transition-age students (ages 18-22) of various ability levels. The expectation for this class is that students will have obtained their Certificate of Completion. Transition Physical Education focuses on appropriate recreation/leisure, health, life skills and community based physical activities. This class will visit the community for recreation two times per week. It is the goal of Transition Physical Education to promote the meaningful practice and application of a full spectrum of recreation/leisure activities that are present in the adult world. Students will be exposed to a healthier lifestyle which includes a well-balanced diet and options for achieving and maintaining a healthy weight.

## United States History

Credit: 1	Level: III
Grade Offered: 11, 12	Annual IP2211 IP2212

Prerequisite: None

This course examines the growth of the United States from colonial times to the present. A sequential approach to history is presented through individualized units to assure student success. Every student in this course must pass the U. S. Constitution Test in order to fulfill graduation requirements. Geography skills are emphasized throughout the course. Differentiated instruction will address the students' learning needs as indicated in their IEP.

## Work Experience II and III

Credit: 1* (each year)	Level: III
Grade Offered: 11	Annual II IP2721 IP2722
12	Annual III IP2731 IP2732

Prerequisite: None

This course focuses on skill development in the world of work. The course begins with a minimum two-week orientation to the work training program. Community job training placement follows with efforts made to individualize each placement according to students' strengths and challenges. The course emphasizes the development of appropriate work habits necessary for occupational success. As students progress in their work training sites they are better able to generalize their coursework and IEP goals to the world of work.

## World History

Credit: 1	Level: III
Grade Offered: 9	Annual IP2816 IP2817

Prerequisite: None

This course examines the growth of the United States from colonial times to the present. The content is presented in individual sequential/chronological units to assure understanding of historical events and to prepare for the U.S. Constitution Test. Every student must pass the U.S. Constitution Test in order to fulfill graduation requirements. Geography skills are emphasized throughout the course. Differentiated instruction will address the students' learning needs as indicated in their IEP.



# Special Education Classes

*When choosing Annual Courses, you will need the first and second semester codes.*

## Freshman Courses

### Annual

IP2216/7	English I
IP2256/7	English I PSD
IP2516/7	Reading
IP2316/7	Mathematics I
IP2346/7	Mathematics I PSD
IP2396/7	Social Communication
IP2816/7	World History
IP2826/7	World History PSD
IP1916/7	LIFE Skills & Work Skills I
IP1516/7	LIFE English
IP1616/7	LIFE Reading
IP1416/7	LIFE Social Skills
IP1316/7	LIFE Home Living Education
IP1216/7	LIFE Mathematics
IP7016/7	LIFE Physical Education

### Fall Only

IP0316	Curriculum Skills Resource (F)
IP2516	Reading (F)
IP2416	Personal/Social Development I
IP0046	Inclusion Study Hall

### Spring Only

IP0317	Curriculum Skills Resource (S)
IP2517	Reading (S)
IP2417	Personal/Social Development I
IP0047	Inclusion Study Hall

## Sophomore Courses

### Annual

IP2216/7	English I
IP2256/7	English I PSD
IP2226/7	English II
IP2266/7	English II PSD
IP2516/7	Reading
IP2396/7	Social Communication
IP2116/7	Biology
IP2316/7	Mathematics I
IP2346/7	Mathematics I PSD
IP2326/7	Mathematics II
IP2356/7	Mathematics II PSD
IP2236/7	Practical Math
IP2416/7	Personal/Social Development
IP2816/7	World History
IP2826/7	World History PSD
IP1926/7	LIFE Skills & Work Skills I
IP1516/7	LIFE English
IP1616/7	LIFE Reading
IP1416/7	LIFE Social Skills
IP1316/7	LIFE Home Living Education
IP1216/7	LIFE Mathematics
IP7016/7	LIFE Physical Education

### Fall Only

IP0216	Curriculum Skills Resource
IP9146	Driver Education Special Education
IP9016	Health Special Education

## Sophomore Courses (cont'd)

### Fall Only

IP9096	Health PSD
IP2416	Personal/Social Development
IP2516	Reading
IP0046	Inclusion Study Hall

### Spring Only

IP0217	Curriculum Skills Resource
IP9147	Driver Education Special Education
IP2417	Personal/Social Development
IP2517	Reading
IP0047	Inclusion Study Hall

## Junior and Senior Courses

### Annual

IP2391/2	Social Communication
IP2231/2	English III
IP2241/2	English IV
IP2261/2	English II PSD
IP2271/2	English III PSD
IP2281/2	English IV PSD
IP2511/2	Reading
IP2331/2	Geometry
IP1241/2	Practical Math
IP2361/2	Geometry PSD
IP2171/2	Physical Science
IP2211/2	U. S. History
IP2831/2	U.S. History PSD
IP2721/2	Work Experience II
IP2731/2	Work Experience III
IP1936/7	LIFE Skills & Work Skills II (Junior)
IP1946/7	LIFE Skills & Work Skills II (Senior)
IP1516/7	LIFE English
IP1616/7	LIFE Reading
IP1416/7	LIFE Social Skills
IP1216/7	LIFE Mathematics
IP7016/7	LIFE Physical Education
IP1316/7	LIFE Home Living Education
IP1556/7	Transition Program
IP5316/7	Transition Home Living
IP7116/7	Transition Physical Education

### Fall Only

IP2851	Consumer Economics
IP0311	Curriculum Skills Resource
IP2921	Personal Psychology
IP2421	Personal & Social Development
IP2511	Reading
IP0041	Inclusion Study Hall

### Spring Only

IP2852	Consumer Economics
IP0312	Curriculum Skills Resource
IP2922	Personal Psychology
IP2422	Personal & Social Development
IP2512	Reading
IP0042	Inclusion Study Hall



Chinese I, II, III, IV  
AP Chinese Language & Culture  
French I, II, III  
French Language (Prep/Accel)  
AP French Language & Culture  
Advanced French Communication  
Etymology  
German I, II  
AP German Language & Culture  
German Communication  
German Language  
Italian I, II, III, IV  
AP Italian Language & Culture  
Latin I, II  
Latin Poetry  
Latin Prose  
AP Latin  
Spanish I, II, III  
Spanish Language Accel  
AP Spanish Language  
Advanced Spanish Communication  
Spanish for Spanish Speakers  
Career Internship Program

# ***World Languages***

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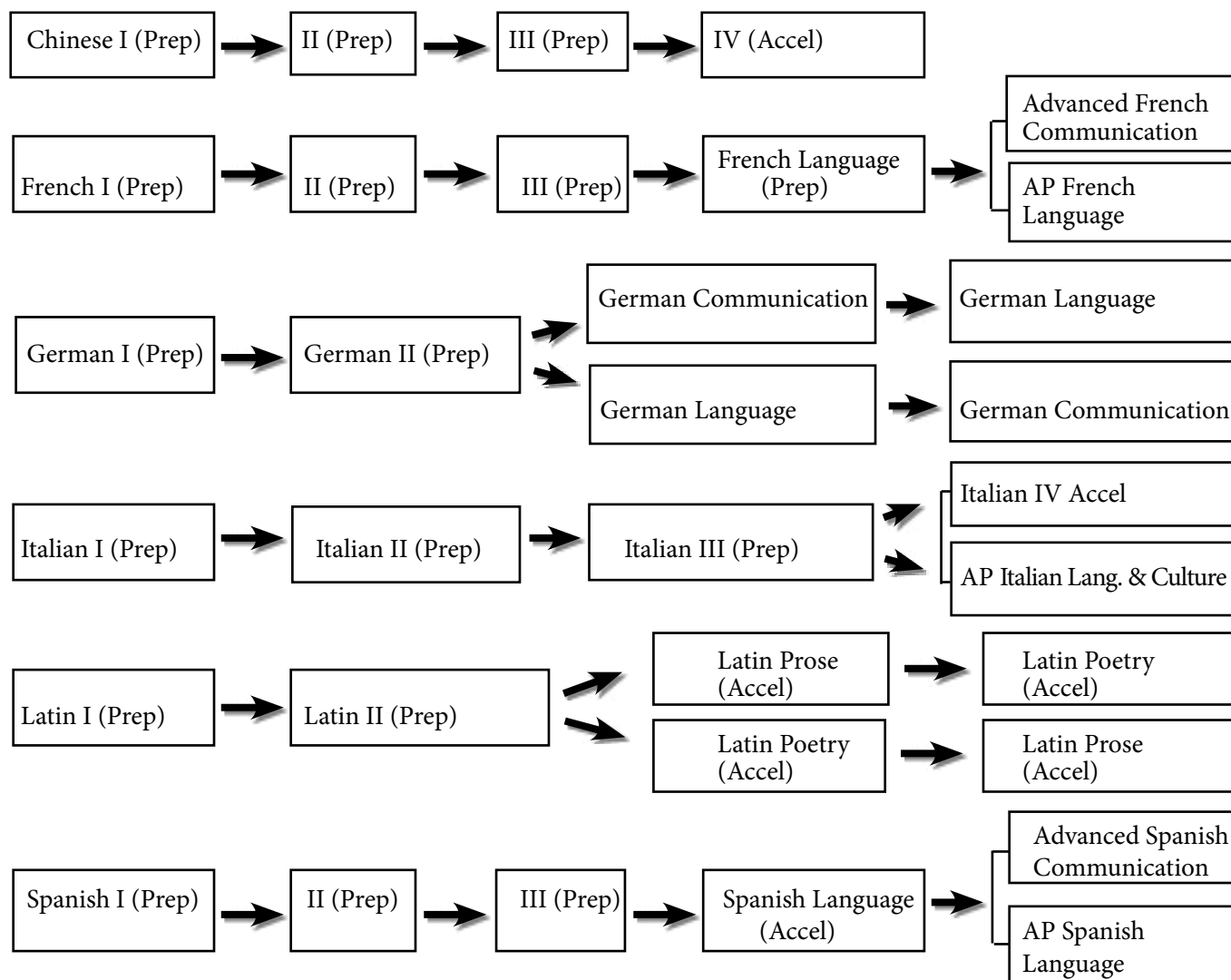
## Fine Arts Division Philosophy

The departments of the Fine Arts Division include the Visual Arts, Music, and World Languages. They all focus on the need for individual expression and communication with others. Each area nurtures the internal development of creativity, intuition, reasoning, and imagination and offers a unique means by which thoughts and feelings can be conveyed to familiar and foreign societies. It is the belief of the Division that, through these timeless disciplines, students will come to appreciate civilizations past and to contribute to the future advancement of the individual and society.

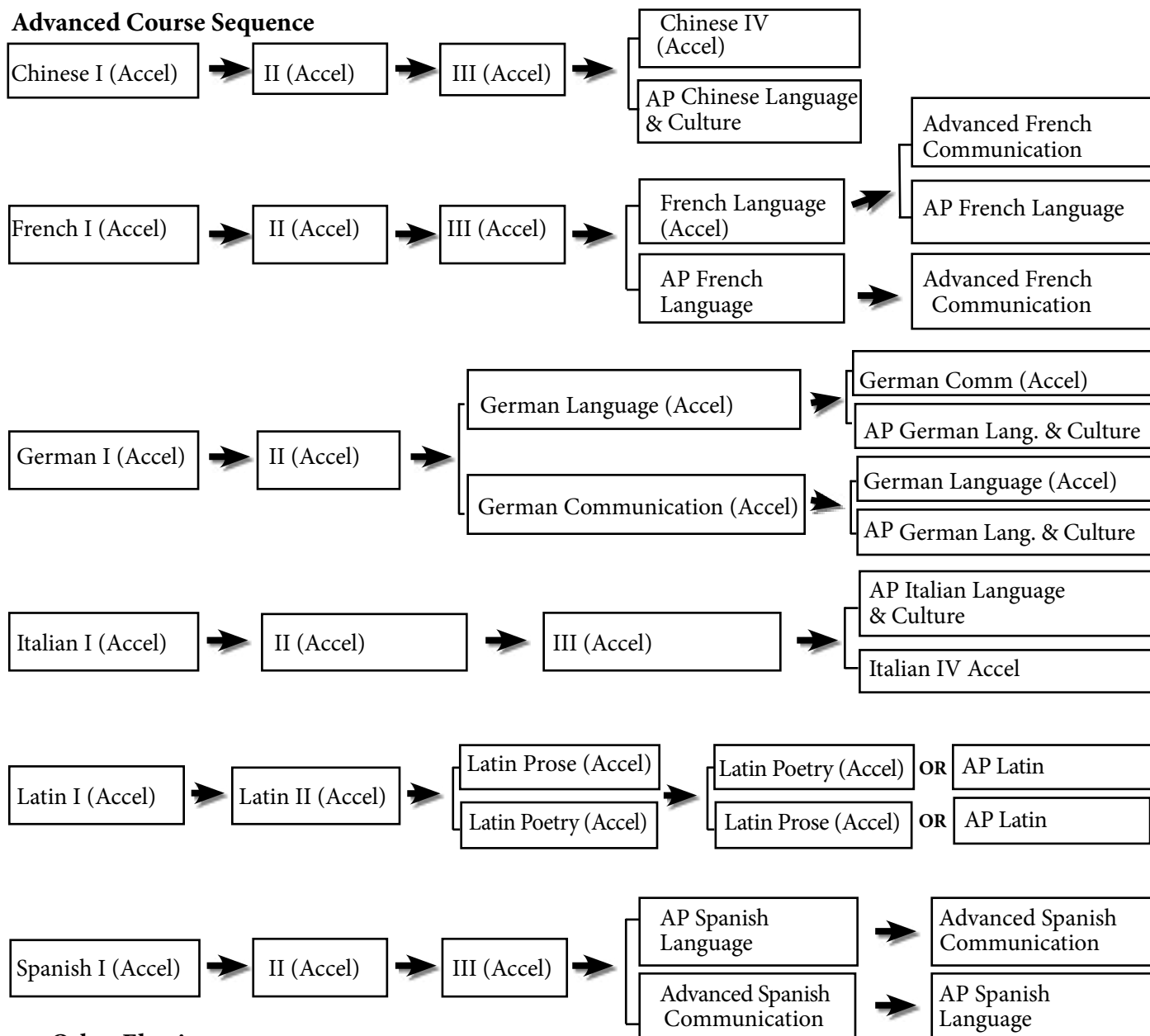
## World Languages Department Philosophy

The study of a world language opens the world to the individual by providing the means and opportunity for personal expression and communication with others. The cultural component, both historical and current, sets the appropriate context under which the language, beliefs, and customs of diverse societies can be studied, understood, and appreciated.

### Regular Course Sequence



## Advanced Course Sequence



## Other Electives

- Spanish for Spanish Speakers

- Etymology Prep/Etymology Accel

## Success In World Languages

Studying a world language increases the understanding of the language and culture of peoples of the world and the knowledge of one's own language and culture. The student's success will depend upon willingness to study daily, to memorize thoroughly, to listen attentively, and to apply the language in reading, writing, speaking, and listening.

## Students With Previous Language Experience

Students who have bilingual parents or have lived in a foreign country may be placed in a second or third year language class. Students who have studied a foreign language in a Township articulated program prior to high school and have been placed in a second year class

will be awarded high school credit retroactively on a credit/no credit basis. This credit will be assigned upon completion (grade of C or better) of the next course in the sequence. ***Please note that credit will not appear on the student's transcript until the end of the first semester of the subsequent year.***

## Placement into Ability Groups

Students are placed in world language sections based on the following criteria:

- Information from the eighth grade teachers
- EXPLORE (Math, Reading, English)

After the initial recommended placement of incoming freshmen is made, the associate schools review the results and recommend further changes. Such changes are considered by the LTHS World Languages Department which, if in agreement, will make the placement revision. Parents and students are notified in writing of the final placement decisions. Parents may then request changes and/or consultation about placement decisions by contacting the division chair.

Course levels and sequences may be combined into the same section if course enrollment is insufficient to offer them as independent classes and/or if the curriculum is so developed.

Due to the sequential nature of World Languages courses, students who receive an F for a first semester grade will be dropped from the course for the second semester. This will necessitate successfully repeating the course in order to continue in the sequence. Schedule changes are permitted under these circumstances.

### College Credit

Many colleges offer advanced standing and/or credit upon successful completion of third, fourth, or fifth year courses and/or scores on placement exams.

### World Languages and Advanced Placement (AP) Examinations

The World Languages Department offers students the opportunity to prepare for six different AP examinations. Chinese Language and Culture, Latin, French Language, German Language and Culture, Italian Language and Culture and Spanish Language. The names of these tests correspond to the names of the courses located in the World Languages Department section of the **Guide**.

To prepare for an AP examination in a world language, students should have

- completed the appropriate sequence of language study in high school;
- sought placement in Level IV (Accel) sections of the language;
- used the language at every opportunity; and
- enrolled in the course that provides direct preparation for the examinations.

### Chinese Language and Culture

This examination assesses interpretive, interpersonal, and presentational communication skills along with the knowledge of Chinese culture. Students will identify the appropriate continuation of a conversation, answer questions to listened cues, answer questions to written cues, narrate a story suggested by a series of pictures, write a letter, read/answer an e-mail message, and relay a voice message. Students will make two presentations: one on Chinese culture and another on a plan for an event involving a cultural component. All will be done via computer.

**Latin** This examination measures knowledge of the works on the required reading list, the ability to interpret literary texts, and competence in the use of the language (translation and grammar) in one test: Latin: Vergil.

**French Language & Culture** This examination evaluates the level of performance in the use of the language, in understanding written and spoken French, and in responding with ease in correct and idiomatic French in oral and written expression.

**German Language & Culture** This examination tests proficiency in understanding written and spoken German and the ability to respond with correct and idiomatic spoken and written German without special emphasis or knowledge of literature.

**Italian Language & Culture** This examination evaluates the student's level of Italian language proficiency and cultural understanding by means of reading, writing, speaking, and listening. In preparation for the exam, students will read authentic texts, listen to authentic broadcasts, speak on a variety of topics, and write comprehensive essays.

**Spanish Language & Culture** This examination evaluates the level of performance in the use of the language, in understanding written and spoken Spanish, and in responding with ease in correct and idiomatic Spanish in oral and written expression.

# World Languages Department Standards

## Standard I

### Communication

- A. Listening: students understand and interpret spoken language on a variety of topics.
- B. Speaking/Listening: students engage in conversation, provide information, express feelings and emotions, and exchange opinions.
- C. Writing: students present in written form information, concepts, and ideas on a variety of topics.
- D. Reading: students comprehend and interpret various written materials.

## Standard II

### Culture

- A. Students demonstrate a knowledge of the traditions and daily habits of the cultures studied.
- B. Students demonstrate a knowledge of the products (formal and informal) generated by the culture studied.
- C. Students demonstrate an understanding of the beliefs and history leading to the practices and products of the cultures studied.

## Standard III

### Connections

- A. Students reinforce and further their knowledge of other disciplines through the study of the world languages and culture.
- B. Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its culture.

## Standard IV

### Comparisons

- A. Students demonstrate an understanding of the nature of language through comparison of the language studied and their own.
- B. Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

## Standard V

### Communities

- A. Students apply their language experience both within and beyond the school setting.

**Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent study may not be taken as an 8th semester/annual course.

## Chinese I (Prep)

Credit: 1	Level: III
Grade Offered: 9, 10	Annual WL5316
	WL5317
11, 12	Annual WL5311
	WL5312
Prerequisite: None	

This course serves as an introduction to the language and culture of China. Students learn to speak, listen, read, and write Mandarin Chinese by applying grammar and vocabulary in context. Additional reinforcement is provided through the use of CD's, videos, books, and other media. The writing component will be limited to the recognition of Chinese simplified characters and simple production along with Pinyin. A cultural component is included to familiarize students with the everyday life and formal culture of China. If enrollments so dictate, the prep and accel classes may meet together in the same classroom.

## Chinese I (Accel)

Credit: 1	Level: IV
Grade Offered: 9,10	Annual WL7716
	WL7717
11,12	Annual WL7711
	WL7712
Prerequisite: None	

This course serves as an introduction to the language and culture of China. Students learn to speak, listen, read, and write Mandarin Chinese by applying grammar and vocabulary in context. Additional reinforcement is provided through the use of CD's, videos, books, and other media. The writing component will include the writing and recognition and production of Chinese simplified characters along with Pinyin. A cultural component is included to familiarize students with the everyday life and formal culture of China. If enrollments so dictate, the prep and accel classes may meet together in the same classroom.

## Chinese II (Prep)

Credit: 1	Level III
Grade Offered: 10,	Annual WL5326
	WL5327
11, 12	Annual WL5321
	WL5322
Prerequisite: Chinese I (Prep or Accel)	

Students will continue to build their vocabulary, grammar, and cultural knowledge of Mandarin Chinese. Using more complex structures, students will listen, speak, read, and write in the language at a higher level. The cultural component is expanded. Application of contextual language is emphasized. The recognition of Chinese characters will continue with some character writing required. If enrollments so dictate, the prep and

accel classes may meet together in the same classroom.

## Chinese II (Accel)

Credit: 1	Level: IV
Grade Offered: 10	Annual WL7736
	WL7737
11,12	Annual WL7731
	WL7732

Prerequisite: Chinese I (Prep or Accel)

Students will continue to build their vocabulary, grammar, and cultural knowledge of Mandarin Chinese. Using more complex structures, students will listen, speak, read, and write in the language at a higher level. The cultural component is expanded. Application of contextual language is emphasized. The writing of Mandarin Chinese characters will increase. If enrollments so dictate, the prep and accel classes may meet together in the same classroom.

## Chinese III (Prep)

Credit: 1	Level: III
Grade Offered: 11, 12	Annual WL5331
	WL5332
Prerequisite: Chinese II (Prep or Accel)	

Students will continue their study of Mandarin Chinese grammar, vocabulary, and culture at the third year level. Reading, writing, speaking, and listening in context will again be emphasized. Reinforcement of the skills will be provided with CD's, videos, books, and other media. More authentic materials will be used throughout the year. If enrollments so dictate, the prep and accel classes may meet together in the same classroom.

## Chinese III (Accel)

Credit: 1	Level IV
Grade Offered: 11,12	Annual WL7741
	WL7742

Prerequisite: Chinese II (Prep or Accel)

Students will continue their study of Mandarin Chinese grammar, vocabulary, and culture at the third year level. Reading, writing, speaking, and listening in context will again be emphasized. Reinforcement of the skills will be provided with CD's, videos, books, and other media. More authentic materials will be used throughout the year. Students will write and read using the simplified Chinese characters. If enrollments so dictate, the prep and accel classes may meet together in the same classroom.

## Chinese IV (Accel)

Credit: 1	Level: IV
Grade Offered: 12	Annual WL7751
	WL7752



Prerequisite: Chinese III (Prep or Accel)

Students will continue their study of Mandarin Chinese grammar, vocabulary, and culture at the fourth year level. Interpersonal, interpretive, and presentational modes of reading, writing, speaking, and listening in context will be emphasized. Reinforcement of the skills will be provided with CD's, videos, books, and other media. More authentic materials will be used throughout the year. Students will write and read using the simplified Chinese characters and Pinyin. If enrollments so dictate, the accel and AP classes may meet together in the same classroom.

## AP Chinese Language and Culture

Credit: 1  
Grade Offered: 12  
Prerequisite: Chinese III (Accel)

Level: V  
Annual WL8711  
WL8712

Students will continue their study of Mandarin Chinese grammar, vocabulary, and culture at the AP level. The interpersonal, interpretive, and presentational modes of reading, writing, speaking, and listening in context will again be emphasized. Reinforcement of the skills will be provided with CD's, videos, books, and other media. More authentic materials will be used throughout the year. Students will write and read using the simplified Chinese characters. Curriculum, activities, and rigor will be driven by the Chinese Language and Culture advanced placement exam. If enrollments so dictate, the accel and AP classes may meet together in the same classroom.

## French I Prep & Accel

Credit: 1  
Grade Offered: 9, 10  
(Prep)  
(Accel)  
11, 12  
(Prep)  
(Accel)

Level: III or IV  
Annual WL5416  
WL5417  
Annual WL7416  
WL7417  
Annual WL5411  
WL5412  
Annual WL7411  
WL7412

Prerequisite: None

Students learn to understand, speak, read, and write French while exploring French life and culture. Songs, proverbs, dialogues, films, CDs, and reading materials help build basic language skills as well as provide cultural enrichment. For those students studying at the accelerated level, activities and assessments are designed to practice and test the student's proficiency at an extended rigor level.

## French II Prep & Accel

Credit: 1  
Grade Offered: 9, 10

Level: III or IV

(Prep) Annual WL5426  
WL5427  
(Accel) Annual WL7426  
WL7427  
11, 12  
(Prep) Annual WL5421  
WL5422  
(Accel) Annual WL7421  
WL7422

Prerequisite: French I (Prep or Accel)

Students continue developing the ability to understand, speak, read, and write in French. Various topics about the life of young French people and French-speaking countries are presented. Songs, films, compositions, dialogues, and CDs are among the many ways in which new vocabulary and structures are learned. The pace of the class is commensurate with that of accelerated classes. Modifications in student assessment and activities are made for students who study the course at the preparatory level.

## French III Prep & Accel

Credit: 1  
Grade Offered: 10  
(Prep)  
(Accel)  
11, 12  
(Prep)  
(Accel)

Level: III or IV  
Annual WL5436  
WL5437  
Annual WL7436  
WL7437  
Annual WL5431  
WL5432  
Annual WL7431  
WL7432

Prerequisite: French II (Prep or Accel)

Students in French III develop a higher degree of proficiency in understanding, speaking, reading, and writing in the target language. The basic text systematically reviews previously taught concepts and presents new grammar fundamentals and vocabulary. Art, music, historical figures, and buildings/monuments are explored in addition to countries of the French-speaking world. The pace of the class is commensurate with that of accelerated classes. Modifications in student assessment and activities are made for students who study the course at the preparatory level.

## French Language Prep & Accel

Credit: 1  
Grade Offered: 11, 12  
(Prep)  
(Accel)

Level: III or IV  
Annual WL5441  
WL5442  
Annual WL7441  
WL7442

Prerequisite: French III (Prep or Accel)

Students develop their abilities to converse in French and to read authentic materials. They refine their comprehension of grammatical structure and increase their

active vocabulary. Students communicate their thoughts, feelings, and ideas in speech and in writing. Videos, compact disks, and cassettes help students to develop their oral comprehension skills as well as to increase their cultural knowledge of the French people.

## Advanced French Communication

Credit: 1	Level: IV
Grade Offered: 12	Annual WL7451
WL7452	
Prerequisite:	French Language Prep, Accel or French Language AP

This course is designed for students whose goal is to attain a high level of mastery of the French language. Designed to enhance the student's communication skills, a variety of authentic materials and cultural resources are used toward that end. The skills of reading, writing, speaking, and listening will be practiced and refined in a thematic context. Vocabulary will be expanded considerably.

## AP French Language & Culture

Credit: 1	Level: V
Grade Offered: 11, 12	Annual WL8411
	WL8412
Prerequisite:	French III (Accel) or French Language Prep or Accel

This course is designed to prepare students for the AP French Language Examination. This includes mastery of grammar and fluency in oral and written expression. The ability to converse in French and to read authentic materials enable students to write original compositions expressing their reactions to, evaluations of, and feelings on a variety of topics. Practice for the examination includes intensive conversational and reading practice along with contextual grammar application.

## German I (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 9, 10	
(Prep)	Annual WL5616
	WL5617
(Accel)	Annual WL7616
	WL7617
11, 12	
(Prep)	Annual WL5611
	WL5612
(Accel)	Annual WL7611
	WL7612

Prerequisite: None

Students learn to comprehend, speak, read and write basic German, while learning the daily culture of German-speaking countries. Songs, Power Point presentations, online-exercises, other websites and games supplement the text. Speaking and memorization of structures and vocabulary are emphasized and practiced in context.

At the accelerated level IV, students are expected to do additional oral presentations. Assessments are designed to test the student's reading comprehension and ability to apply a variety of grammatical structures in context. Activities and assessments are designed to practice and test the student's proficiency at an extended rigor level.

## German II (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 10	
(Prep)	Annual WL5626
	WL5627
(Accel)	Annual WL7626
	WL7627
11, 12	
I(Prep)	Annual WL5621
	WL5622
(Accel)	Annual WL7621
	WL7622
Prerequisite:	German I (Prep or Accel)

Students continue to develop and apply skills in understanding, speaking, reading and writing German based on the second year text. The children's book, *Oh, wie schön ist Panama*, as well as other short readings, songs, skits, dialogues, films and games supplement class work. Students studying for accelerated level IV are expected to demonstrate an active command of the language through lengthier compositions and dialogues. Assessments are designed to test the student's ability to manipulate more complex grammatical structures in context at an extended rigor level.

## German Language (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 11, 12	
(Prep)	Annual WL5651
	WL5652
(Accel)	Annual WL7651
	WL7652
Prerequisite:	German II (Prep or Accel) or German Communication (Prep or Accel) (Offered 2012-2013, 2014-2015)

German Language will be offered alternating years with German Communication. Students continue to improve their proficiency in the German language with emphasis placed on listening, speaking, reading, and writing. Aside from the core text, short stories, newspaper and magazine articles, poetry and cultural readings are studied. Students will read two novels: *Im Land der Schokolade und Bananen*, and *Emil und die Detektive*. Class work is supplemented by films, online activities, radio and other listening activities. Students studying at the accelerated level are challenged with expanded grammar structures and native-speaker reading material. Assessments are designed to test students' mastery of complex vocabulary and a wide variety of grammatical structures at an extended rigor level.

**German Communication (Prep) & (Accel)**

Credit: 1  
Grade Offered: 11, 12

Level: III or IV

III	Annual	WL5661 WL5662
IV	Annual	WL7661 WL7662

Prerequisite: German II (Prep/Accel) or German Language (Prep/Accel)

Years Offered 2013-2014, 2015-2016

German Communication will be offered alternating years with German Language. Students continue to improve their proficiency in the German language with emphasis placed on listening, speaking, reading, and writing. Aside from the core text, short stories, newspaper and magazine articles, poetry and cultural readings are studied. Students will read two novels: *Das Paradies liegt in Amerika* and *Damals war es Friedrich*. Class work is supplemented by films, online activities, radio and other listening activities. Students studying at the accelerated level are challenged with expanded grammar structures and native-speaker reading material. Assessments are designed to test students' mastery of complex vocabulary and a wide variety of grammatical structures at an extended rigor level.

**AP German Language & Culture**

Credit: 1  
Grade Offered: 12

Level: V

Annual	WL8611 WL8612
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Prerequisite: German Language (Prep/Accel) or German Communication (Prep/Accel)

Students studying at the AP level will prepare for the AP language exam in German. Additional material practiced and applied includes idiomatic expressions and a comprehensive grammar review. Students will be expected to use their language skills to analyze and evaluate a variety of written materials, both in writing and orally at an extended rigor level. Students will study authentic short stories, newspaper and magazine articles, poetry, novels and cultural readings, aside from the core text. Class work is supplemented by films, online activities, radio and other listening activities.

**Italian I (Prep) & (Accel)**

Credit: 1  
Grade Offered: 9, 10

Level: II or IV

I (Prep)	Annual	WL6116 WL6117
I (Accel)	Annual	WL7316 WL7317
11, 12 I (Prep)	Annual	WL6111 WL6112

I (Accel)

Annual WL7311  
WL7312

Prerequisite: None

In this introductory course in Italian, students will learn and apply basic structures and vocabulary using the four skills of listening, speaking, reading, and writing while studying about Italian culture. Oral proficiency activities, dialogues, and readings develop those skills. Students studying at the accelerated level will do additional independent work. Activities and assessments are designed to practice and test the student's proficiency at an extended rigor level.

**Italian II (Prep) & (Accel)**

Credit: 1

Level: III or IV

Grade Offered: 10

II (Prep)	Annual	WL6126 WL6127
II (Accel)	Annual	WL7326 WL7327

11, 12 II (Prep)	Annual	WL6121 WL6122
II (Accel)	Annual	WL7321 WL7322

Prerequisite: Italian I (Prep or Accel)

Italian II is a continuation of the study of basic Italian grammatical concepts and vocabulary. More emphasis is placed on the aural-oral skills of listening and speaking through the use of CDs, movies, oral proficiency activities, and small group work. Cultural enrichment is further enhanced through the study of such topics as the Renaissance, cuisine, folklore, and traditions. A major focus on the reader *Pinocchio* is included. At the accelerated level, activities and assessments will practice and test the student's proficiency at an extended rigor level.

**Italian III (Prep) & (Accel)**

Credit: 1

Level: III or IV

Grade Offered: 11, 12

III (Prep)	Annual	WL6131 WL6132
III (Accel)	Annual	WL7331 WL7332

Prerequisite: Italian II (Prep or Accel)

This course continues the development of the skills of speaking, reading, writing, and listening. These skills are practiced and applied through the use of oral proficiency activities, oral and written projects, small group work, written compositions, readers, and an in depth study of several cultural topics. Students studying at the accelerated level will work with more complex language. Oral and written proficiency activities will challenge students' self-expression and communicative competency in Italian. Activities and assessments are designed to practice and test the student's proficiency at an extended rigor level.

## AP Italian Language & Culture and Italian IV Accel

Credit: 1	Level: IV or V
Grade Offered: 12	Annual WL7341
IV Accel	WL7342
AP	Annual WL8341
	WL8342

Prerequisite: Italian III Prep or Accel

The goals of this course are mastery of grammar and fluency in oral and written expression. The ability to converse in Italian and to read authentic materials will enable students to write original compositions expressing their reactions to, evaluations of, and feelings on a variety of topics. The honors level will follow the AP curriculum including intensive conversation and reading along with contextual grammar application. Activities and assessments will practice and test the student's proficiency at an extended rigor level.

## Latin I (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 9, 10	I (Prep) Annual WL5116
	WL5117
	I (Accel) Annual WL7116
	WL7117
11, 12	I (Prep) Annual WL5111
	WL5112
	I (Accel) Annual WL7111
	WL7112

Prerequisite: None

Latin I covers basic elements of the Latin language through the study of Latin grammar, vocabulary, and word study. Special emphasis is put on vocabulary that prepares students for SAT/ACT exams. Latin I acquaints the student with the culture of Rome and its influence throughout history. Through classical mythology, reports and readings, the student will be involved in Latin/English development. Students selecting the accelerated challenge level do independent research and skill developing projects in addition to the regular curriculum.

## Latin II (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 10	II (Prep) Annual WL5126
	WL5127
	II (Accel) Annual WL7126
	WL7127
11, 12	II (Prep) Annual WL5121
	WL5122
	II (Accel) Annual WL7121
	WL7122

Prerequisite: Latin I (Accel or Prep)

Latin II provides a review of Latin I and an introduction of Level II material as related in grammar, vocabulary, word study, civilization, history, and culture. Special emphasis is put on vocabulary that prepares students for SAT/ACT exams. There is more emphasis on Latin/English translation and appreciation of Latin authors. Students selecting the accelerated challenge level do independent research and skill developing projects in addition to the regular curriculum.

## Latin Prose (Accel)

Credit: 1	Level: IV
Grade Offered: 11, 12	Annual WL7131
	WL7132

Prerequisite: Latin II (Prep or Accel) or Latin Poetry (Accel)

Years Offered: 2014-2015, 2016-2017

Students read texts in original Latin. Authors may include Livy, Eutropius, Cicero, Caesar, Augustus, and Petronius. The course also introduces students to the broader aspects of the Latin-speaking world, especially the Roman arts of politics, war, and administration. Emphasis is placed on discussion of political, cultural, and literary issues as they relate to social and political questions of today. Famous Romans and their achievement in their time receive special focus. Students will study art related to these authors. This reading course is interspersed with units of new and review grammar. Emphasis is placed on English derivatives that prepare students for SAT/ACT exams. As part of the four-year Latin sequence, this one-year course is offered in alternating years and is thus taken in either the third or fourth year of study.

## Latin Poetry (Accel)

Credit: 1	Level: IV
Grade Offered: 11, 12	Annual WL7141
	WL7142

Prerequisite: Latin II (Prep or Accel) or Latin Prose (Accel)

Years Offered: 2015-2016, 2017-2018

Students read texts in original Latin. Authors may include Ovid, Martial, Catullus, and Horace. Students learn the cultural and historical context of each author. This course, through the study of many Greek myths, offers students the opportunity to appreciate the impact of mythological allusions. Classical art is incorporated into lessons as appropriate. Further, students learn tools for analyzing Latin poetic style and literary devices that will strengthen them as both readers and writers. This reading course is interspersed with units of new and review grammar. Emphasis is placed on English derivatives that prepare students for SAT/ACT exams. In addition, students experience first hand the influence of Roman authors on later writers (e.g., Thoreau).



## AP Latin

Credit: 1	Level: V
Grade Offered: 12	Annual WL8141 WL8142
Prerequisite: Latin Prose (Accel) or Latin Poetry (Accel)	

Students will translate into English, analyze, interpret, and discuss the selections on the AP Latin syllabus. They will read the intervening passages in English and discuss the Aeneid in its entirety as a work of literature. Skills such as the recognition of stylistic devices, scansion of dactylic hexameter, the ability to analyze and interpret specific passages, the ability to render Latin into an accurate and literal English translation and the ability to write convincing essays will be developed through practice all year long.

As part of the four-year Latin sequence, this one-year course is offered every year and is thus taken in either the third or fourth year. Subsequently students completing their fourth year of Latin naturally take the Latin Prose course.

## Spanish for Spanish Speakers

Credit: 1 (dc)	Level: III or IV
Grade Offered: 9, 10	Annual WL5206 WL5207
11, 12	Annual WL5201 WL5202
Prerequisite: Native Spanish-speaking competency; limited competency in reading and writing in Spanish	

This program for native Spanish-speaking students is designed to increase their competency in the skills of reading and writing while furthering students' knowledge of the cultures and language of the Spanish-speaking world. Presentation of grammar and alternative vocabulary also forms a part of the curriculum. Large and small-group study will be employed. The curriculum is presented on an alternating year cycle which allows students to take this course for two consecutive years.

## Spanish I (Prep)

Credit: 1	Level: III
Grade Offered: 9, 10	Annual WL5216 WL5217
11, 12	Annual WL5211 WL5212
Prerequisite: None	

This course serves as an introduction to the language and culture of the Spanish-speaking world. Students speak, listen, read, and write basic Spanish by applying grammar and vocabulary in context. Additional reinforcement is provided through the use of CD's, videos, and other media.

## Spanish I (Accel)

Credit: 1	Level: IV
Grade Offered: 9, 10	Annual WL7216 WL7217
11, 12	Annual WL7211 WL7212

Prerequisite: None

This course presents beginning language instruction with a focus on developing communication skills. Vocabulary and language structures are practiced and applied in reading, writing, speaking and listening activities. A cultural component is included to familiarize students with the customs of Hispanic peoples in the United States and throughout the Spanish-speaking countries.

## Spanish II (Prep)

Credit: 1	Level: III
Grade Offered: 9, 10	Annual WL5226 WL5227
11, 12	Annual WL5221 WL5222

Prerequisite: Spanish I (Prep)

This is the second course in the language and culture of the Spanish-speaking world. Additional vocabulary and functional patterns are developed in context. Material in the language, including cultural information, is presented and practiced through the use of CD's, videos, and other media.

## Spanish II (Accel)

Credit: 1	Level: IV
Grade Offered: 9, 10	Annual WL7226 WL7227
11, 12	Annual WL7221 WL7222

Prerequisite: Spanish I (Accel)

Students continue to build their vocabulary, grammar, and cultural knowledge in Spanish. Using more complex structures, students will listen, speak, read, and write in the language at a higher level. Application of contextual language is emphasized.

## Spanish III (Prep)

Credit: 1	Level: III
Grade Offered: 10	Annual WL5236 WL5237
11, 12	Annual WL5231 WL5232

Prerequisite: Spanish II (Prep)

Spanish III (Prep) is a continuation of the program of the first and second years. Many activities are included to reinforce and expand students' oral and written expression. There is continued development of cultural background.

## Spanish III (Accel)

Credit: 1	Level: IV
Grade Offered: 10	Annual WL7236 WL7237
11, 12	Annual WL7231 WL7232

Prerequisite: Spanish II (Accel)

This course continues the application of grammatical structures and vocabulary in context. Listening, speaking, reading, and writing skills are further developed with special emphasis on oral and reading competency. This course serves as preparation for Spanish Language AP.

## Spanish Language Accel

Credit: 1	Level: IV
Grade Offered: 11, 12	Annual WL7241 WL7242

Prerequisite: Spanish III (Prep)

Students develop their abilities to converse in Spanish and to read authentic materials. They refine their comprehension of grammatical structures and increase their vocabulary. Students communicate their thoughts, feelings, and ideas in speech and in writing. Videos and CD's of contemporary topics help students to develop their oral comprehension skills as well as to increase their cultural knowledge of the Spanish-speaking world. This class is available only to those who have completed Spanish III (Prep).

## Advanced Spanish Communication

Credit: 1	Level: IV
Grade Offered: 11, 12	Annual WL7261 WL7262

Prerequisite: Spanish III (Accel), Spanish Language Accel, or Spanish Language AP

This course is for students who wish to attain a high level of mastery of the Spanish language. Designed to enhance the student's communication skills, a variety of authentic materials and cultural resources will be used toward that end. The skills of reading, writing, speaking, and listening will be extensively practiced and refined in a thematic context. Vocabulary will be expanded considerably.

## AP Spanish Language & Culture

Credit: 1	Level: V
Grade Offered: 11, 12	Annual WL8211 WL8212

Prerequisite: Spanish III (Accel), Spanish Language Accel, or Advanced Spanish Communication

This course will prepare the students for the AP Spanish

Language Examination. The students will develop their proficiency in the four skills: speaking, reading, writing, and listening. The language skills will be applied to various activities and contexts. Preparation will include intensive conversational practice, authentic reading selections, vocabulary enhancement, and contextual grammar application.

## Etymology Prep/Etymology Accel

Credit: 1/2	Level: III or IV
Grade Offered: 9, 10	
Prep (c/nc)	Fall WL5516
Prep (c/nc)	Spring WL5517
11, 12	
Prep (c/nc)	Fall WL5511
Prep (c/nc)	Spring WL5512
9, 10	
Accel	Fall WL7516
Accel	Spring WL7517
11, 12	
Accel	Fall WL7511
Accel	Spring WL7512

Prerequisite: None

Students increase their vocabulary and prepare for tests such as ACT, SAT, and PSAT by learning Latin prefixes and roots to understand word meanings and relationships. Magazines, newspapers, computer programs, games, puzzles, and other supplementary materials are used to enhance the course. The students learn to read with more understanding and enjoyment. Those students taking the course at the accelerated level are expected to do additional work with English words derived from Greek roots and apply them in context. Activities and tests are designed to practice and assess the student's ability to use the vocabulary in context at an extended rigor level.

## Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered: 11, 12	Fall WL5551
	Spring WL5552
	Summer WL5558, WL5559

This course is designed for the student who is seeking work experience in an area that they wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for duplicate credit. It is the sole discretion of each department team to recommend the student for a work internship. Application does not guarantee admission.



# World Languages Classes

## Freshman Courses

### Annual

WL7716/7	Chinese I Accel
WL5316/7	Chinese I Prep
WL7416/7	French I Accel
WL5416/7	French I Prep
WL7426/7	French II Accel
WL5426/7	French II Prep
WL7616/7	German I Accel
WL5616/7	German I Prep
WL7316/7	Italian I Accel
WL6116/7	Italian I Prep
WL7116/7	Latin I Accel
WL5116/7	Latin I Prep
WL7216/7	Spanish I Accel
WL5216/7	Spanish I Prep
WL7226/7	Spanish II Accel
WL5226/7	Spanish II Prep
WL5206/7	Spanish for Sp. Speakers

### Fall Only

WL5516	Etymology Prep
WL7516	Etymology Accel

### Spring Only

WL5517	Etymology Prep
WL7517	Etymology Accel

## Sophomore Courses

### Annual

WL7716/7	Chinese I Accel
WL5316/7	Chinese I Prep
WL7736/7	Chinese II Accel
WL5326/7	Chinese II Prep
WL7416/7	French I Accel
WL5416/7	French I Prep
WL7426/7	French II Accel
WL5426/7	French II Prep
WL7436/7	French III Accel
WL5436/7	French III Prep
WL7616/7	German I Accel
WL5616/7	German I Prep
WL7626/7	German II Accel
WL5626/7	German II Prep

WL7316/7
WL6116/7
WL7326/7
□WL6126/7
WL7116/7
WL5116/7
WL7126/7
WL5126/7
WL7216/7
WL5216/7
WL7226/7
WL5226/7
WL7236/7
WL5236/7
WL5206/7

### Fall Only

WL5516
WL7516

### Spring Only

WL5517
WL7517

Italian I Accel
Italian I Prep
Italian II Accel
Italian II Prep
Latin I Accel
Latin I Prep
Latin II Accel
Latin II Prep
Spanish I Accel
Spanish I Prep
Spanish II Accel
Spanish II Prep
Spanish III Accel
Spanish III Prep
Spanish for Sp. Speakers

Etymology Prep
Etymology Accel

Etymology Prep
Etymology Accel

WL6111/2
WL7311/2
WL6121/2
WL7321/2
WL6131/2
WL7331/2
WL7341/2
WL8341/2

WL5111/2
WL7111/2
WL5121/2
WL7121/2
WL7141/2

WL7131/2
WL8141/2
WL5211/2
WL7211/2
WL5221/2
WL7221/2
WL5231/2
WL7231/2
WL7241/2
WL8211/2

WL7261/2
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WL5201/2
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### Fall Only

WL5511	Etymology Prep
WL7511	Etymology Accel

### Spring Only

WL5512	Etymology Prep
WL7512	Etymology Accel

### Fall or Spring

WL5551/2	Career Internship
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Culture
Italian I Prep
Italian I Accel
Italian II Prep
Italian II Accel
Italian III Prep□
Italian III Accel
Italian IV Accel
AP Italian Language & Culture
Latin I Prep
Latin I Accel
Latin II Prep
Latin II Accel
Latin Poetry (Accel) (2015-2016)
Latin Prose (2014-2015)
AP Latin
Spanish I Prep
Spanish I Accel
Spanish II Prep
Spanish II Accel
Spanish III Prep
Spanish III Accel
Spanish Language Accel
AP Spanish Language & Culture
Adv Spanish Communication
Spanish for Spanish Speakers

## Junior and Senior Courses

### Annual

WL5311/2	Chinese I Prep
WL7711/2	Chinese I Accel
WL5321/2	Chinese II Prep
WL7731/2	Chinese II Accel
WL5331/2	Chinese III prep
WL7741/2	Chinese III Accel
WL7751/2	Chinese IV Accel
WL8711/2	AP Chinese Language & Culture

WL5411/2	French I Prep
WL7411/2	French I Accel
WL5421/2	French II Prep
WL7421/2	French II Accel
WL5431/2	French III Prep
WL7431/2	French III Accel
WL5441/2	French Language Prep
WL7441/2	French Language Accel
WL8411/2	AP French Language & Culture

WL7451/2	Adv French Communication
WL5611/2	German I Prep
WL7611/2	German I Accel
WL5621/2	German II Prep
WL7621/2	German II Accel
WL5651/2	German Language Prep (2014-2015)
WL7651/2	German Language Accel (2014-2015)
WL5661/2	German Communication Prep (20153-2016)
WL7661/2	German Communication Accel (2015-2016)
WL8611/2	AP German Language &

# Did You Know?

As foreign trade agreements and Internet-based businesses increase, there is an increasing demand for those who know foreign languages, cultures, and customs.\*

The study of foreign language provides students with new perspectives and widens their world views.\*

\*Bulletin - National Association  
of Secondary School Principals  
- January 2000

The study of foreign language promotes critical thinking and problem-solving skills.\*



# Have you ever considered a career in?

## Business & Marketing

Trade Economist  
Cashier  
Import/Export Agent  
Insurance Agent  
Foreign Exchange Clerk  
Fashion Designer  
Banker

## Communications

Editor  
Journalist  
Advertiser  
Newscaster  
Telephone Operator  
Foreign Correspondent

## Fine Arts, Recreation & Entertainment

Museum Curator  
Writer  
Critic  
Singer  
Travel Guide/Agent  
Hotel Manager  
Film Maker

## Health Services

Doctor  
Dietician  
Pharmacist  
Nurse  
Home Health Aide  
Medical Secretary  
Red Cross Worker

## Public Service

Lawyer  
Minister  
Social Worker  
Customs Agent  
Police Officer  
Employment Counselor

## Science & Technology

Environmentalist  
Archeologist  
Engineer  
Sociologist  
Researcher  
Factory Supervisor  
Home Economist  
Computer Analyst

## Education

Teacher  
Historian  
Librarian  
Professor  
Translator  
Interpreter

## Civil Government

Intelligence Specialist  
Peace Corps  
Armed Forces  
Diplomat  
Congressman

## Transportation

Pilot  
Ground Receptionist  
Bus Driver  
Cruise Director  
Flight Attendant

# *Summer Academic Program*



# 2014 Summer Academic Program

## Summer Academic Program Philosophy

Lyons Township High School District 204 offers a Summer Academic Program in order to fulfill the following principles of its Mission Statement:

- making dedicated teaching and meaningful learning the highest priority
- creating an atmosphere of encouragement
- providing comprehensive academic and co-curricular options
- fostering full intellectual, physical, moral, and aesthetic growth
- encouraging the lifelong learning process.

Extending the Lyons Township High School curriculum to its students and to the community, the Academic Program provides opportunities for accelerated academic growth, ability level transitions, personal enrichment, basic skill reinforcement and remediation, middle school to high school transitions, community service, and community connections.

### PLEASE NOTE

- Counselors **DO NOT** register you for summer academic courses. You must do this on your own.
- Students should **not** register for summer academic courses if they have vacation plans, or if for any reason, they will miss one or more days of class during a semester.
- Technology & Network access will only be granted if students have a Technology Agreement signed and on file.

### SUMMER ACADEMIC PROGRAM

**Semester I Monday, June 9 - Thursday, June 26**

**Semester II Monday, June 30 - Friday, July 18**

- There will not be classes on Friday, July 4.
- Driver Education will meet from Monday, June 2 - Friday, June 27.

### ACADEMIC TUITION

The Summer Program is a self-supporting program. Tuition/fees are as follows.

#### District 204 Resident

- ½ credit (3 weeks) \$195.00
- 1 credit (6 weeks) \$390.00

#### Non-Resident

- ½ credit (3 weeks) \$300.00
- 1 credit (6 weeks) \$600.00
- Art and Food courses are \$215 (\$195 tuition + \$20 lab fee)
- Science lab courses are \$245 per semester (\$195 tuition + \$50 lab fee)
- Driver Education is \$365 (\$195 tuition + \$150 fee + \$20 Secretary of State)
- Textbooks are included in tuition/fees, except consumables such as workbooks

**Courses will be offered based on sufficient enrollment, facility, and teacher availability.** If a course must be cancelled, students will be notified no later than June 6, 2014.

Students must provide their own transportation to/from Summer Academic/Activity Programs.

Visit [www.lths.net/summer](http://www.lths.net/summer) for full course descriptions, activity information and registration.

Direct questions about the academic program to (708) 579-7441 through June 6, 2014.

# INSTRUCTIONAL PROGRAM

## STUDENT and PARENT/GUARDIAN NETWORK ACCESS AGREEMENT FORM

### Implementing Section 6.21.7

The Lyons Township Board of Education's goal is to include technology in the District's curricular and instructional program to promote educational excellence by facilitating resource sharing, innovation, and communication. This Agreement provides examples of acceptable and unacceptable uses of our resources and adherence is a basic expectation of all students.

Every LT student and his/her parent/guardian **must** sign this Authorization before the student may use the District's Network. Students and parents/guardians need only sign this Agreement once while the student is enrolled in District 204.

#### Acceptable Use and Privileges

Access to the District's Network must be for the purpose of education or research, and be consistent with the educational objectives of the District. Use of the District's Network is a privilege, not a right, and inappropriate use may result in cancellation of those privileges. The Principal (or his/her designee) will make all decisions as to whether or not a user has violated this Agreement and may deny, revoke, or suspend access at any time. This decision will be final.

Examples of Acceptable Uses	Examples of Unacceptable Uses
<ul style="list-style-type: none"><li>Adhering to school rules for appropriate behavior and communications applies at all times.</li><li>Using the Network and technology resources responsibly and for schoolwork and research.</li><li>Accessing my files only.</li><li>Working only in my personal workspace.</li><li>Leaving equipment and software as I found it.</li><li>Using only my authorized ID and password.</li><li>Logging on and off the computer each time I use it.</li><li>Saving and printing files as instructed.</li><li>Reporting damage to any equipment immediately.</li><li>Reporting "hacking" and other unlawful / restricted activities immediately.</li><li>Reporting harassment or cyber-bullying.</li><li>Reporting inappropriate, threatening and/or harmful content discovered while accessing the Internet.</li><li>Adhering to copyright laws on written materials, photographs, music and videos.</li></ul>	<ul style="list-style-type: none"><li>Playing games.</li><li>Downloading programs or streaming media.</li><li>Sending personal email during school hours.</li><li>Wastefully using resources, such as file space or printing.</li><li>Copying commercial software or another person's files.</li><li>Turning off or resetting the computer or changing settings.</li><li>Moving equipment; disturbing electrical/Network cords; or damaging, altering, or defacing equipment.</li><li>Accessing operating system software or programming.</li><li>Bypassing or attempting to bypass the District's Internet content filter.</li><li>Posting anonymous messages or cyber-bullying.</li><li>Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material.</li><li>Bringing or consuming food, beverages, or gum near the equipment.</li></ul>

#### Internet Safety – CIPA

Each District computer with Internet access shall utilize a filtering device that blocks or filters access to content / visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate and harmful materials,
3. Ensure student and staff safety and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as names and addresses.

#### A. Student Agreement

I have read, understand, and will abide by the above **Student and Parent Network Access Agreement Form**. I understand that the District's Network, electronic communications, and downloaded material, including files deleted from a user's account but not erased, may be monitored and/or read by school officials. I further understand that should I commit any violation, my technology access privileges may be revoked, school disciplinary action as outlined in the *Student and Parent Handbook*, and/or appropriate legal action may be taken. In consideration for using the District's technology resources and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use or inability to use the resources.

Name (Please Print)

Signature

Date

Student ID

Graduation Year

#### B. Parent Agreement

I have read and understand the above **Student and Parent Network Access Agreement Form**. I understand that technology and Network access is designed for educational purposes and that the District has taken precautions to eliminate inappropriate, obscene, pornographic and/or harmful material. I also recognize it is impossible for the District to restrict access to all inappropriate, obscene, pornographic and/or harmful materials. I will hold harmless the District, its employees, agents, and Board members, for any harm caused by District materials or software obtained via the Network or its technology. I accept full responsibility for supervision if and when my student's use is not in a school setting. I have discussed the terms of this Agreement with my student. I hereby request that my student be allowed access to the District's technology resources.

Name (Please Print)

Signature

Date



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Summer Academic Program  
Lyons Township High School  
100 South Brainard Avenue  
LaGrange, IL 60525

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## Summer Academic Program Registration

### Registration Procedures

- All registrations for 2014 Summer Academic Courses will be completed **online**.
- Visit [www.LTHS.net](http://www.LTHS.net) for a full list of courses, registration information, and links for payment by credit card.
- In-District registration is Feb. 24 - March 2, 2014.

### Access to Technology During Summer Classes

- Technology and Network access will only be granted if students have a Network Access Agreement form signed and on file.
- The Network Access Agreement form is found on page 181.
- Tear out the form and both student and parent / guardian must sign and date it.
- Fold the form along the dotted line and mail it to LTHS so that the form is on file and technology access may be granted.
- Current LTHS students do not need to submit a form.

### EXPECTATIONS

Students attending the Summer Academic Program must meet the expectations outlined by the classroom teacher, instructors, supervisors, and administrators. Expectations are reviewed on the first day of class, and students sign a statement indicating they understand these requirements. Those who do not follow them may be subject to disciplinary action or dismissal from the Summer Academic Program with a grade of WF.

### WITHDRAWALS

- Prior to semester midpoint: no refund and a grade of W.
- After semester midpoint: no refund and a grade of WF.

### REFUNDS

- A cancellation fee is assessed for each class that is dropped by 3:00 p.m. June 6, 2014 (first semester and annual courses) and June 27, 2014 (second semester classes)

#### Cancellation Fee schedule:

- March 3 - April 30: \$25
  - May 1 - May 15: \$50
  - May 16 - May 31: \$75
  - June 1 - Day before class begins: \$100
- Refunds for the second semester of an annual course will not be honored after June 6, 2014.
  - A second semester class (which is not a continuation of an annual course) must be dropped by 3:00 p.m. on June 27, 2014 to qualify for a refund.
  - No refund will be issued if a student withdraws after the specified date, is dropped for disciplinary reasons, or is dropped for attendance reasons.

### ATTENDANCE

Because of the length and nature of the Summer Academic Program, excellent punctuality and attendance are vitally important contributors to success. As a result, each student is expected to arrive at school on time and to be in attendance. Students and parents should take special note of the following Summer Academic Program policy.

A student may be dropped from a semester summer school course with a grade of "WF" (Withdrawal/Failure) and receive no credit if he/she...

- accumulates **more than one excused** absence per semester (the equivalent of 4 hours);
- accumulates **more than two tardies** to school or from the mid-morning break per semester (10 minutes or less per incident); **and/or**
- accumulates **any unexcused absence (any tardy exceeding 10 minutes may be considered an unexcused absence depending on the circumstance.)**

Activities such as family vacations, athletic competitions, and other non-illness related absences are unexcused absences. If a student is unable to attend class for any reason, a parent/guardian must report the absence to the Summer Program Office as early as possible on the absence date. We will take calls beginning at 7:30 a.m. Voice mail will record messages at other times.

June 9-July 18 attendance telephone: 579-6528.

Summer Program office hours: 7:30 a.m. - 3:00 p.m.





# *Technology Center of DuPage*

## TECHNOLOGY CENTER OF DUPAGE (TCD)



**Mr. Steve Carr, TCD Principal**

301 S. Swift Rd., Addison, IL 60190

TEL: (630) 620-8770

FAX: (630) 691-7592

E-MAIL: [scarr@tcdupage.org](mailto:scarr@tcdupage.org)

TCD WEBSITE: <http://www.tcdupage.org>

Technology Center of DuPage (TCD) is the Career and Technical Education (CTE) campus for 14 high school districts, including Lyons Township District 204. It is not a trade school or separate educational facility, but an elective component of LTHS curriculum for juniors and seniors. Recognized as one of the outstanding CTE programs in the nation, Technology Center of DuPage offers 20 programs within recognized Career Clusters. These programs are built around growing occupational fields, including those in engineering, health and safety services, and digital media. See [www.tcdupage.org](http://www.tcdupage.org) for complete information.

Because TCD is part of LT's course offerings, there is no tuition charge to attend. There is one modest participation fee for books, supplies, tools, or uniforms (exception: Cosmetology) for which the student is responsible – please see the TCD website for complete information. Students have the opportunity to earn both high school and college credit; obtain available industry certifications or licenses; and prepare for post-secondary education. TCD seniors will prepare for and take the National Career Readiness Certificate exam (NCRC), the national credential for workplace skills and applied academics ([www.NationalCareerReadiness.org](http://www.NationalCareerReadiness.org)).

### **Construction / Natural Resources**

*Construction Trades*

*HVACR*

*Residential Wiring/Home Technology Integration*

*Horticulture/Power Equipment Technology*

### **Art, A-V Technology & Communications**

*Multimedia & Television Production*

### **Business Administration**

*Data Entry Occupations*

*Office Systems Technology*

### **Education & Training**

*Early Childhood Education & Care*

### **Health Science/Public Safety**

*Certified Nursing Assistant*

*Criminal Justice*

*Fire Science*

*Medical & Health Careers*

### **Hospitality/Human Services**

*Cosmetology*

*Culinary, Pastry Arts & Hospitality*

### **Information Technology**

*Computer Information Systems &*

*& Game Design*

### **Manufacturing/Transportation**

*Auto Body Repair & Refinishing*

*Automotive Technology*

*Manufacturing Technology*

### **Science, Technology, Engineering, & Math (STEM)**

*"Pathway to Engineering" Courses (PLTW)\**

*Introduction to Engineering Design (IED)\**

*Principles of Engineering (POE)\**

*Biotechnical Engineering (BE)*

*Aerospace Engineering (AE)\**

*Civil Engineering & Architecture (CEA)\**

*Computer Integrated Manufacturing (CIM)\**

*Digital Electronics (DE)\**

*Engineering Design & Development (EDD)\**

*\*These programs are part of the Project Lead The Way (PLTW) Pathway to Engineering course sequence, including foundational courses (IED, POE), specialized courses (AE, BE, CEA, CIM, DE), and a capstone course (EDD). Each is a one semester course; up to four courses may be completed in a two-year enrollment.*

## **TCD Mission/Vision**

Technology Center of DuPage will provide an educational environment that supports and encourages individual learning styles, develops occupational skills, fosters professionalism, promotes academic growth, and assists students in discovering their potential. All students attending Technology Center of DuPage will be prepared to successfully transition to post-secondary education and careers.

## **TCD General Information**

The TCD campus is located in Addison, IL, approximately 30 minutes from LTHS North Campus. A student who enrolls in one of the programs attends TCD for three hours during the morning session each weekday and attends LT the other portion of the school day. Students earn 1.5 credits per semester and 3.0 credits per year. Programs/Courses are posted both in the Guide and on the TCD website: [www.tcdupage.org](http://www.tcdupage.org). The most up-to-date course information is on the TCD web page. Information in The Guide is for planning purposes only.

A student who desires to enroll in a particular TCD program should review the course descriptions and LTHS pre-requisites and Lyons Township High School basic graduation requirements. Counselors will provide additional information and an application for enrollment at TCD.

There are deadlines to register for programs at TCD. A student who wishes to attend must turn in a completed application to his/her counselor one week in advance of the arena registration process. If the student's application is received after this deadline, his/her name will be placed on a waiting list. Students who do not meet this deadline or meet the prerequisites first semester, may enroll in a program at TCD during the second semester. Those students will be allowed to do so if they have completed an application and if there is available space.

## **Prerequisites**

In general, juniors and seniors who have completed 2 years of English, Mathematics, and Science at LT are eligible for enrollment at TCD. A few programs have specific LT prerequisites which students must meet; others have suggested but not mandatory prerequisites. It is important for students and parents to consult each program's web page for syllabus information and academic recommendations. Most programs offer college credit, so are essentially a college level class.

## **College Credit through TCD Programs/Courses**

Most TCD programs offer dual credit or articulated college credit. Dual credit means earning high school through TCD and free college credit simultaneously through College of DuPage. This credit appears on the student's high school transcript and is transferable to any school that accepts COD credit. Articulated credit is awarded after enrolling with a specific college or university, sometimes after successfully completing a test or other prerequisites.

Through TCD, students may:

- Reinforce academic skills through hands-on applications in a self-paced, goal-by-goal learning environment.
- Earn industry-recognized certifications or prepare for state, federal, professional, or national licensing exams.
- Create an effective résumé and workplace skills portfolio, valuable for applications or interviews for scholarships, colleges, or jobs.
- Build workplace skills and confidence through experience: job shadowing, internships, or TCD's own student-run shops and labs.
- Research the post-secondary educational options and scholarship opportunities; in the past four years, TCD seniors were awarded over \$1.3 million in scholarships.

## **What TCD Is and Is Not**

TCD is not a separate educational institution, a trade school, or a college. It is part of LT's elective courses, and course offerings are supplemented to LT's curriculum. TCD has a strong academic focus on teaching basic principles of math, science, communications, and technology. However, TCD never underestimates the importance of real-world skills development in securing satisfying, well-paying employment. That's why TCD's unique combination of classroom instruction, career skills building, and hands-on experience is so effective in preparing you for today's high-performance workplace.



The Technology Center of DuPage is fully accredited by the North Central Association of Commission on Accreditation and School Improvement (NCA/CASI), a division of AdvancED. It is regarded as one of the Midwest's finest schools for career studies.

### **Participation Fee**

The flat participation fee (\$100 for FY14; exception: Cosmetology) includes educational supplies, equipment, materials, and/or course book purchase or rental. Additional fees may include supplies purchased directly from a vendor or specialized curricula. See [www.tcdupage.org](http://www.tcdupage.org) for the latest and most complete information. In no case should a program fee prevent a student from enrolling in a Technology Center of DuPage program.

## ARCHITECTURE/CONSTRUCTION

### Construction Trades

Credit: 1.5 (Semester)	Level: III
3.0 (Annual)	
Grade Offered: 11, 12	Annual TC9280
	Fall TC9281
	Spring TC9282

Prerequisite: Recommended - Introduction to Furniture Making

The Construction Trades program gives you the opportunity to gain framing skills in new construction and/or additions, alterations and repairs of existing structures. Learn safety practices, the proper use of both hand and power tools, and construction math. You will have hands-on experience in framing through a variety of applications: walls and ceilings, floors, roofing, and windows and doors. Related specialized skills include drywall installation and finishing; trimwork; cabinet installation; plan/blueprint reading; and site layout. Projects start small and expand as your skills develop. The program is certified by the National Center for Construction Education & Research (NCCER). Students have the opportunity to be NCCER-certified in core curriculum and carpentry (Levels 1 & 2). Program completion prepares for transition to advanced apprenticeship levels with an NCCER Accredited Training Sponsor, or a college-level construction management program. 5 hours dual credit is available through College of DuPage. Prepares you for an apprentice exam. Earns college credit.

### Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR)

Credit: 1.5 (semester)	Level: III
3.0 (Annual)	
Grade Offered: 11, 12	Annual TC9110
	Fall TC9111
	Spring TC9112

Prerequisite: None

If you like a variety of new challenges every day, explore the opportunities for technicians in HVACR. Skilled HVACR technicians are required for residential construction, industrial equipment service, and building management. Learn the mechanical and electrical fundamentals needed to become a heating, ventilating, air conditioning and refrigeration technician, along with the electronic skills that prepare you for a post-secondary training program. Students learn installation, maintenance, diagnosis, and repair of residential forced air heating systems, hydronic heating systems, electric furnaces, oil burners, heat pumps, and air conditioning systems. Sheet metal work and light commercial HVAC equipment are included in the second year of the program. Advanced skills include sheet metal work and light commercial HVAC equipment, and the opportunity to earn EPA 608 refrigerant certification. 6 hours dual credit is available through College of DuPage; articulated credit through Northwestern College. Earns college credit.

## Horticulture/Power Equipment Technology

Credit: 1.5 (Semester)  
3.0 (Annual)

Level: III

Grade Offered: 11, 12

Annual	TC9330
Fall	TC9331
Spring	TC9332

Prerequisite: None

The horticulture industry needs all types of people: designers, scientists, environmental engineers, managers, technicians, and food producers. You will start with an introduction to horticulture, where you will learn how plants grow through hands-on experiences at TCD's 13-acre campus, greenhouse, and nursery. Explore the careers available in this dynamic industry then choose a curriculum emphasis: Landscape Design, Installation & Maintenance, Nursery/Greenhouse Management, or Power Equipment Technology. Put your knowledge and creativity to work creating drawings by hand and with the latest DynaScape CAD software and creating 3D computer-generated models with Google SketchUP. Exercise your leadership skills by supervising installation and maintenance crews or overseeing the management of existing landscapes. Discover how plants and food are produced on a large scale or through innovations like TCD's tilapia aquaculture lab. Internships and job placement with a business partner will give you real life experiences.

Students have the opportunity to earn certification in pesticide application and 2-cycle engines; 17 hours of dual credit is available through College of DuPage. Earns college credit.

## Residential Wiring and Home Technology Integration

Credit: 1.5 (semester)  
3.0 (Annual)

Level: III

Grade Offered: 11, 12

Annual	TC9010
Fall	TC9011
Spring	TC9012

Prerequisite: None

The Residential Wiring course begins with the fundamentals of electricity, low voltage wiring, high voltage wiring, network wiring, and system planning as well as rough in, trim out, and retrofitting. The wiring needs in today's homes go beyond the conventional use of electricity. Home Technology Integration is the installation and troubleshooting of several interconnected sub-systems within a home. Advanced topics include digital signal theory, HIT system components, cabling, conduit installation and bending, system troubleshooting, planning and testing. Many companies are seeking trained and certified HT1 technicians as modern homes move into networked environments. Earns college credit.

## ARTS, A-V TECHNOLOGY & COMMUNICATIONS

### Multimedia & Television Production

Credit: 1.5 (Semester)  
3.0 (Annual)

Level: III

Grade Offered: 11, 12

Annual	TC9480
Fall	TC9481
Spring	TC9482

Prerequisite: Recommended - 1 semester of Keyboarding or Keyboarding Proficiency Test

Go behind the scenes in the multi-billion dollar entertainment industry, from local news to commercials to webcasts. Skills include computer editing using Final Cut Pro and AVID; digital video and audio; multi-track recording; set design; script writing and story boarding; studio and remote lighting; video graphics; and animation. Work as part of a production team in TCD's private HD television studio, rotating jobs such as floor director, camera operator, lighting director, and control booth team. 9 hours dual college credit through College of DuPage. Earns college credit.

## BUSINESS & ADMINISTRATION

### Data Entry Occupations

Credit: 1.5 (Semester)  
3.0 (Annual)

Level: III

Grade Offered: 11, 12

Annual	TC9060
Fall	TC9061
Spring	TC9062

Prerequisite: 1 semester of Keyboarding or Keyboarding Proficiency Test

In Data Entry Occupations, instruction will be offered in the following areas:

- Basic database and spreadsheets
- Storing and retrieving files
- Editing source documents and proofreading
- Basic business principles, including payroll, billing, and general recordkeeping
- Word processing and document formatting

Students have the opportunity to be certified as a Microsoft Office Specialist (MOS) and earn dual credit through College of DuPage. Earns college credit.

## Office Systems Technology

Credit: 1.5 (Semester)	Level: III	
3.0 (Annual)		
Grade Offered: 11, 12	Annual	TC9520
	Fall	TC9521
	Spring	TC9522

Prerequisite: Recommended - 1 semester of Keyboarding or Keyboarding Proficiency Test

Students in Office System Technology will learn basic and advanced office skills including:

- Advanced word processing
- Spreadsheet and database management
- Office technology
- Administrative procedures
- Time management
- Phone and email systems

In addition to preparing for today's highly automated workplace, lay the foundation for the necessary skills to be a Virtual Assistant, working at home through the Internet, email, phone, and FTP. Students can also be certified as a Microsoft Office Specialist (MOS) and earn 5 hours dual credit through College of DuPage. Earns college credit.

## EDUCATION & TRAINING

### Early Childhood Education and Care

Credit: 1.5 (semester)	Level: III	
3.0 (Annual)		
Grade Offered: 11, 12	Annual	TC9210
	Fall	TC9211
	Spring	TC9212

Prerequisite: Child Development

Successful completion of this program gives the student the skills necessary to seek employment as a child care assistant or continue their education at the college level for lead preschool teacher or elementary education teacher. Students will have the opportunity to learn to: prepare developmentally appropriate activities for preschool children; implement activities in TCD's laboratory preschool for 3 to 5 year olds; understand the basic emotional, social, intellectual and physical development of the preschool child; and participate in extended campus work experiences. Students may prepare for the Child Development Associate (CDA) credential and earn 4 hours dual credit with the College of DuPage. TCD was the first DuPage high school to offer early childhood program that offers the Level 1 Early Care & Education (ECE) Credential through INCCRRA (Illinois Network of Child Care Resource & Referral Agencies). After graduation from high school, the credentialed student qualifies for a scholarship to pursue

an ECE associate's degree at a community college. This financial aid can continue for further post-secondary education; find more information at this program's webpage, [www.tcdupage.org](http://www.tcdupage.org). Earns college credit.

## HEALTH SCIENCE/PUBLIC SAFETY

### Certified Nursing Assistant

Credit: 1.5 (Semester)	Level: III	
3.0 (Annual)		
Grade Offered: 11, 12	Annual	TC9120
	Fall	TC9121
	Spring	TC9122

Prerequisite: Recommended - 1 semester of Keyboarding or Keyboarding Proficiency Test

This is a Basic Nurse Assistant Training Program approved by the Illinois Department of Public Health. If you're a junior or senior determined to succeed, you can meet the state requirements, including a clinical experience, for certification in one year. Learn about caring for patients; reporting observations; and understanding body systems, the nature of disease, and common health problems. Master the medical terms and communication skills critical to an effective healthcare environment. You will learn how to safely move, lift, and transport patients; measure and record vital signs; perform personal care and technical skills; and respond to a variety of patient conditions. Your acquired knowledge of basic healthcare skills, even if you do not achieve certification, will prepare you to work in assisted living facilities as well as private duty home care.

**Certification Eligibility:** You are eligible to take the state competency exam if you successfully complete the program and meet IDPH certification criteria, including mandatory Saturday or after school clinical sessions, and possession of a valid Social Security number. See the program webpage for more eligibility requirements. Upon passing the state exam, you will be certified as a Nursing Assistant (CNA), enabling you to seek employment in long-term care facilities, agency home care, hospitals, or other healthcare facilities. After high school graduation, you may also apply to a nursing degree program. 7 hours dual credit is available through College of DuPage. Prepares you for a certification exam. Optional courses available at additional fees. Earns college credit.

## Criminal Justice

Credit: 1.5 (Semester) 3.0 (Annual)	Level: III	
Grade Offered: 11, 12	Annual	TC9070
	Fall	TC9071
	Spring	TC9072

Prerequisite: None

This program lays the foundation for students interested in pursuing a career in law enforcement, criminal law, corrections, homeland security, investigative services, forensics, and related public safety career pathways. Cover the basics of traffic law/traffic enforcement; juvenile and criminal law; crime prevention; the court and corrections systems; and more. Develop your observational, communication, documentation, and “people” skills critical for success in this field. You will also learn which career paths require further training or education. The program includes simulations, demonstrations, report preparation, lectures, field trips and work-based learning experiences. Viewing the criminal justice system from the ground up will help you understand how these career pathways play out at the local, private, state, and federal levels of service. Students will also receive Citizens Emergency Response Training (and possible certification) through the Addison Police Department. 1 hour of dual credit is available through College of DuPage. Earns college credit.

## Fire Science

Credit: 1.5 (Semester) 3.0 (Annual)	Level: III	
Grade Offered: 11,12	Annual	TC9260
	Fall	TC9261
	Spring	TC9262

Prerequisite: Earned credits for junior standing

This program follows the standards of training in NFPA 1001 (National Fire Protection Association) Standard for Firefighters, and Emergency Medical Technician (EMT) National Standards. After age 18, you could become an EMT -- and be on the road to future Firefighter Basic certification, after age 21.

The Fire Science program includes safety and hazardous materials recognition; fire behavior; rescue/extrication techniques (including use of the “jaws of life”); communications; and equipment use and maintenance. Emergency medical training includes Emergency Medical Responder (EMR), Emergency Medical Technician (EMT), and Healthcare Provider CPR. You must meet the necessary age (at least 18 years old), state, and industry requirements in order to challenge the state or national EMT licensing exam. Visit the Fire Science page at [www.tcdupage.org](http://www.tcdupage.org) for more detailed EMT exam requirements. 22 hours of dual credit is available through College of DuPage. Prepares you for a certification exam. Earns college credit.

## Medical & Health Care Careers

Credit: 1.5 (Semester) 3.0 (Annual)	Level: III	
Grade Offered: 11, 12	Annual	TC9080
	Fall	TC9081
	Spring	TC9082

Prerequisite: Recommended - 1 year of Chemistry and 1 semester of Keyboarding or Keyboarding Proficiency Test

Admission to college healthcare programs (i.e. medical assisting, nursing, radiology, surgical technology, occupational or physical therapy, and many others) is very competitive. Many colleges require a biomedical terminology course as a prerequisite to admission to such programs. With an opportunity to earn dual credit for a comprehensive biomedical terminology course and overview of health science pathways and careers, this program can be your head start.

You will learn extensive biomedical terminology as it relates to each body system and to healthcare careers and medical specialties. Classes are taught by a licensed registered nurse, and guest speakers may include other healthcare professionals. You will use and apply your knowledge through a combination of interactive hands-on activities; (dissection, specimen analysis, dental impressions, etc.); medical reports and case studies; word games; and multimedia activities. Along the way, you may also learn basic healthcare skills such as CPR and infection control practices. In addition to strengthening science and language arts skills through anatomy and medical terminology, you will explore select medical math topics and learn job-seeking skills. 8 hours of dual credit is available through College of DuPage. Earns college credit



## HOSPITALITY/HUMAN SERVICES

### Cosmetology

Credit: 1.5 (semester)	Level: III
3.0 (Annual)	
Grade Offered: 11, 12	Annual TC9200
	Fall TC9201
	Spring TC9202

Prerequisite: Recommended - 1 semester of any Art course; Fashion and Interior Design; and/or 1 semester of Psychology

TCD operates a state licensed School of Cosmetology. Upon successful completion of 1500 clock hours of work and passing TCD's practical exam, a student qualifies to take the state license examination. This rigorous curriculum includes haircutting, styling, coloring, permanents, nail technology, esthetics, and the application of cosmetics, as well as anatomy/physiology; skin, scalp, and nail diseases; and understanding chemical processes. Curriculum includes haircutting, styling, coloring, permanents, nail technology, esthetics, and the application of cosmetics. Application of these skills is accomplished through TCD's "Salon 301" (open to the public), internships, and other program-sponsored activities. It is possible to earn up to 46 hours of dual credit through College of DuPage, leaving only the completion of general education requirements to obtain an associate's degree after graduation.

Prepares you for a license exam. Earns college credit

### Culinary, Pastry Arts, & Hospitality Management

Credit: 1.5 (semester)	Level: III
3.0 (Annual)	
Grade Offered: 11, 12	Annual TC9360
	Fall TC9361
	Spring TC9362

Prerequisite: Foods and Nutrition

This is a certified National Restaurant Association ProStart program and the only Illinois high school culinary program certified by the American Culinary Federation Education Foundation (ACFEF). Students have the opportunity to earn the following certifications:

- ACF Junior Culinarian
- ACF Secondary Graduate
- ProStart National Certificate of Achievement (Illinois Restaurant Assn.)
- First Aid and CPR (American Heart Association)
- Wisconsin Mike Marketing Cheesecyclopedia Certificate

Classes are taught by industry professionals and well-supported by top business partners. First year students complete safety and core skills before rotating through culinary arts, pastry arts, and hospitality management. During the second year, students develop supervisory

and administrative techniques including purchasing, inventory control, daily cash deposits, and invoice payment authorizations. Sustainable, "green" practices are also part of the curriculum. Students apply their skills on-site through TCD's Bistro 301, the TCD Deli, and the Gateway Café. Internships and special projects also provide hands-on, work-based experiences. Students are prepared for post-secondary training and college-level work; credit or advanced standing is available upon enrollment in various colleges and culinary schools, including College of DuPage, Johnson & Wales University, Triton College, Harper College, Kendall College, and the Cooking & Hospitality Institute of Chicago (CHIC).

Dual and articulated college credit is available through this program.

Students also have the opportunity to enroll in College of DuPage for an after school class that prepares them for the Applied Food Service Sanitation Certificate. Successful completion of this class (75% accuracy) entitles a student to receive the State of Illinois Department of Public Health Sanitation License. This class requires the purchase of extra books and testing materials. This is a college credit class. Prepares you for a sanitation license. Earns college credit.

## INFORMATION TECHNOLOGY

### Computer Information Systems & Game Design

Credit: 1.5 (semester)	Level: III
3.0 (Annual)	
Grade Offered: 11, 12	Annual TC9040
	Fall TC9041
	Spring TC9042

Prerequisite: 1 semester of keyboarding

Students have an opportunity to learn a wide variety of computer technology skills for both gaming and business applications. Activities include:

- Installing and developing software
- Writing and debugging programs
- Learning C++, C#, Visual Basic, HTML, Java, XNA (for Xbox), and other languages
- Game programming, including program coding, 3D character design, storyboarding
- Developing professional websites using the Adobe Creative Suite
- Using AutoDesk 3ds Max Design and Maya

Students may prepare for C++ certification (through CompTIA) and the AutoDesk Certified Associate Exam. Upon completion, students are ready for help desk and entry-level programming, as well as prepared for college level coursework. Articulated credit is available upon enrollment at the College of DuPage or the Illinois Institute of Art. 3 hours of dual credit through College of DuPage; articulated college credit through the Illinois Institute of Art.

## SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

### Electronics Technology

Credit: 1.5 (semester) 3.0 (Annual)	Level: III	
Grade Offered: 11, 12	Annual	TC9240
	Fall	TC9241
	Spring	TC9242

Prerequisite: None

Learn to install, customize, repair, maintain, or even improve today's cutting edge electronics technology. First learn speak and read the language of electronics: symbols, data sheets, safety measures, and diagrams. Then begin electronic fabrication: the art of soldering, using assembly tools, and system testing procedures. Build, test, and troubleshoot circuits, using a digital storage oscilloscope to convert, observe, and record constantly varying signal voltages. Understand the fundamentals of transformers, capacitors, inductors, and DC circuits. Projects you can tackle include designing and building a 14 watt RMS stereo amplified system, configuring PC networks, exploring alternative energy generation (solar, wind), and using motor controls, PLCs, and robotics to design your own mini-automated system. You have the opportunity to earn up to 14 hours of dual credit and an Electronics Technology certificate 4905 through an agreement with College of DuPage.

### Pathway to Engineering

Credit: 1.5 (Semester) 3.0 (Annual)	Level: III	
Grade Offered: 11, 12	Annual	TC9190
	Fall	TC9191
	Spring	TC9192

Prerequisite: CAD (Drafting) or CAD Technology

Combine your natural design talents and problem-solving ability with in-demand technical skills as you explore the creative world of engineers, architects, manufacturers, and design technicians. TCD's hands-on learning labs and industry standard technology are the perfect fit for this challenging curriculum developed by nationally acclaimed Project Lead The Way (PLTW), an innovative leader in STEM education ([www.pltw.org](http://www.pltw.org)). TCD is a PLTW Certified School, offering the "Pathway to Engineering" in semester-long courses: two foundational courses, a choice of specialized courses, and a capstone semester-long course. Through "Pathway to Engineering," students may earn preferential enrollment and/or credit through PLTW university affiliates.

- **Introduction to Engineering Design** (foundation course): Discover the role of an engineer in taking an idea from the design process to manufacturing or

production, using Inventor, state-of-the-art 3D design software from AutoDesk. Produce a working prototype of your project with a state-of-the-art 3D printer.

- **Principles of Engineering** (foundation course) -- Master the basic concepts needed to continue your education in engineering or engineering technology. Apply those concepts to real world challenges: energy sources, machine systems, fluid power, materials testing, and more. Team up with other students to test your problem-solving skills through projects or presentations.

- **Biotechnical Engineering** (specialized course) -- Imagine developing a drought-resistant crop for a nation facing famine -- a cheaper and more efficient biofuel -- designing a limb replacement allowing a patient to snowboard again. Learn how engineers apply biological and engineering concepts to design materials and processes that directly measure, repair, improve, and extend living systems. Hands-on projects engage you in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, tissue engineering, biomedical devices, forensics, and bioethics. You will explore the diverse fields of biotechnology including biomedical engineering, molecular genetics, bioprocess engineering, and agricultural and environmental engineering.

- **Civil Engineering and Architecture** (specialized course) -- Use 3D modeling software to create and test your own residential and commercial designs, factoring in materials, structural design, cost analysis, storm water management, site design, utilities and services, building codes, and architectural style and guidelines. Research new developments in energy, green technologies, and changing populations.

- **Computer Integrated Manufacturing** (specialized course) The U.S. is still a world leader in precision manufacturing and innovation. Today's manufacturing is complex and high-tech, requiring problem-solvers with good STEM skills (Science, Technology, Engineering, Mathematics). In this course, learn how are things made, and how are assembly lines are designed and automated. Students will design and build their own automated manufacturing systems, factoring in safety, quality, cost, and efficiency. Technologies used include computer modeling, Computer Numeric Control (CNC), Computer Aided Manufacturing (CAM) software, and flexible manufacturing systems.

- **Digital Electronics** (specialized course)-- Analyze, design, and build your own digital electronic circuits, the technology that powers your cell phone, MP3 player, laptops, tablets, and cameras. The demand for greater signal speed, storage capacity, and applications drives industry's need for creative problem-solvers and innovators. Start with the basics: theory, technical documentation, analog electronics, terminology, communication methods, engineering standards, and troubleshooting techniques.



Learn the process of combinational and sequential logic design and the role of robotics and industrial motors in today's complex automated systems. Before you know it, you will be programming microchips, a basic stamp microcontroller, and Boe-Bots.

- **Aerospace Engineering** (specialized course) -- Explore the evolution of flight, navigation and control, flight fundamentals, space travel, and orbital mechanics. Could you design a satellite to clean up space junk orbiting the earth? What does it take to control and maintain a rover on a distant planet? Learn to analyze, design, and build your own aerospace systems, using 3D visualization software and cutting edge aerospace analysis software used in the industry. By tackling projects like airfoil design, planetary rover building, and space, defense and intelligence applications, you will acquire skills that allow you to touch and impact the future. In addition, this course presents alternative applications for aerospace engineering concepts.

- **Engineering Design & Development** (capstone course) -- This is a final project; work as part of a team to research, design, test, and construct a solution to a technical problem of your choosing.

- Supplies: See TCD website
- Earns college credit.

## MANUFACTURING & TRANSPORTATION

### Auto Body Repair & Refinishing

Credit: 1.5 (Semester)	Level: III
3.0 (Annual)	
Grade Offered: 11, 12	Annual TC9160
	Fall TC9161
	Spring TC9162

Prerequisite: None

The program teaches all facets of collision repair, including basic sheet metal and welding techniques. Other areas include body alignment equipment; finishing and painting; cost/time estimating; plastics; fiberglass; measuring systems; and shop management. Students have the opportunity earn Gold Class points toward I-CAR certifications. 12 hours of dual credit through Kishwaukee Community College; Articulated credit is available through Highland College and Nashville Auto-Diesel. Earns college credit.

### Automotive Technology

Credit: 1.5 (Semester)	Level: III
3.0 (Annual)	
Grade Offered: 11, 12	Annual TC9170
	Fall TC9171
	Spring TC9172

Prerequisite: A or B in Auto Mechanics

ASE-certified instructors help you build fundamental and advanced skills in computerized engine controls; engine tune-up and lubrication; brakes; electrical, fuel, cooling, and exhaust systems; and wheels, steering, and alignment. Second year students develop skills in diagnostics transmissions, and engine building. You can test for ASE certification in air conditioning and earn 8 hours of dual college credit through College of DuPage or articulated college credit is available through several colleges and technical schools. Earns college credit.

### Manufacturing Technology

Credit: 1.5 (Semester)	Level: III
3.0 (Annual)	
Grade Offered: 11, 12	Annual TC9140
	Fall TC9141
	Spring TC9142

Prerequisite: None

As an entire generation retires, U.S. manufacturing is facing a shortage of highly skilled drafters, designers, CNC (computer numerically controlled) programmers, and technicians – especially in the Chicago area according to a recent UIC study. Become part of the solution in a field that offers better pay (\$67K average in the Chicago area) and benefits than non-manufacturing jobs. First learn how computer controlled systems drive the manufacturing of a variety of industrial and commercial products. Understand the critical role of math and physics concepts in precision manufacturing: measuring, tolerances, metallurgy, and data analysis. Learn to read blueprints and schematics, use industry software like CAD and CAM, and how to use calipers, micrometers, scanners, and robotic systems. Best of all, you will run huge systems and make actual products you designed. Whether you continue your education through certification, apprenticeship, or associate's degree, there are opportunities waiting for your developed skills.

# DUAL CREDIT

TCD PROGRAM	COD PROGRAM	NO. OF HOURS	TERM
<b>Automotive Technology</b>	Auto 1110 (2nd Year)	4	Spring
	Auto Tech 1140 (2nd Year)	4	Spring
<b>Certified Nurse Assistant</b>	HS 1150 (CPR)	1	Fall
	HS 1105 - Nurse Assistant	6	Fall/Spring
<b>Computer Info Systems</b>	CIS 1150 - Intro to Comp. Info Systems	3	Spring
<b>Construction</b>	ARCH 1141 - Construction Methods I	2	Spring
	ARCH 2142 - Construction Methods II	2	Spring
<b>Cosmetology</b>	Cosme 1101	2	Fall
	Cosme 1103	3	Fall
	Cosme 1105	3	Fall
	Cosme 1107	2	Fall
	Cosme 1111	2	Spring
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	Cosme 1115	3	Spring
	Cosme 1117	2	Spring
	Cosme 1120	2	Summer
	Cosme 2201	3	Spring
	Cosme 2203	3	Spring
	Cosme 2205	2	Spring
	Cosme 2207	2	Spring
	Cosme 2221	2	Spring
	Cosme 2223	3	Spring
	Cosme 2225	3	Spring
	Cosme 2227	2	Spring
	Cosme 2250	2	Spring
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<b>Early Childhood Education</b>	ECEC 1100 - Intro to Early Childhood	3	Fall/Spring
<b>Electronics &amp; Pre-Engineering Technology</b>	ET 1100 - Electricity & Electronics	2	Fall/Spring
	ET 1120 - Electronic Documentation	2	Spring
	ET 1130 - Electrical Materials & Fabrication	2	Fall/Spring
	(1st & 2nd year only) ET 1141 - Digital Fundamentals	3	Spring
	(2nd year only) ELMEC 1101 - Survey of Automation	2	Spring
	CIT 1100 - PC Maintenance & Upgrading	2	Fall
	CIT 1111 - Computer Hardware Maint.	3	Spring
<b>Fire Science</b>	Fire 1110 - Intro to Fire Science	3	Fall
	Fire 1150 - CPR	1	Spring
	Fire 2230 - Hazardous Materials	3	Fall
	Fire 2271 - EMT - Basic	8	Spring
	Fire 2283 - First Responder	3	Fall
	Phys 1820 - Selected Topics/First Aid	.5 - 3	Spring



# DUAL CREDIT

TCD PROGRAM	COD PROGRAM	NO. OF HOURS	TERM
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HVAC	Airc 1105 - Intro to Safety, Materials & Equipment	3	Spring
	Airc 1108 - Refrigerant Certification	1	Spring
	Airc 1161 - Intro to Sheet Metal	2	Spring

Landscape Design	Hort 1100 - Intro to Horticulture	3	Fall/Spring
	Hort 1112 - Landscape Maint. & Constr.	3	Fall/Spring
	Hort 2211 - DynaSCAPE Design	3	Fall/Spring
	Hort 2212 - DynaSCAPE Design II	3	Fall/Spring
	Hort 1821 - 4 cycle small engine repair	3	Fall/Spring
	Hort 1824 - 2 cycle small engine repair	2	Fall/Spring

Medical and Health Care Careers	HS 1150 (CPR)	1	Fall
	HS 1100 - Survey of Health Careers	2	Spring
	HS 1110 - Biomedical Terminology	4	Spring
	Phys 1820 - Selected Topics/First Aid	.5 - 3	Fall

Multi Media	(1st year only) MPT 1011 - Intro to Motion Picture/TV	3	Fall/Spring
	MPT 1020 - Editing Motion Picture/TV	3	Spring
	MPT 1220 - Intro to TV Production	3	Spring

Office Systems	OTI 1100 - Intro to Keyboarding	2	Spring
	OTI 1210 - Word Processing I	3	Spring

## LYONS TOWNSHIP HIGH SCHOOL ASSOCIATE SCHOOL DIRECTORY

### **Avery Coonley School**

1400 W. Maple  
Downers Grove, IL 60515  
**Tel:** (630) 969-0800    **Fax:** (630) 969-0131  
**Web:** [www.averycoonley.org](http://www.averycoonley.org)

### **William F. Gurrie Middle School**

1001 S. Spring Avenue  
LaGrange, IL 60525  
**Tel:** (708) 482-2700    **Fax:** (708) 482-2724  
**Web:** [www.d105.net](http://www.d105.net)

### **Highlands Middle School**

1850 Plainfield Road  
LaGrange, IL 60525  
**Tel:** (708) 246-3085    **Fax:** (708) 246-0220  
**Web:** [www.district106.net](http://www.district106.net)

### **McClure Junior High School**

4225 Wolf Road  
Western Springs, IL 60558  
**Tel:** (708) 246-3700    **Fax:** (708) 485-2966  
**Web:** [www.d101.org](http://www.d101.org)

### **Nazareth Academy**

1209 West Ogden Avenue  
LaGrange Park, IL 60526  
**Tel:** (708) 354-0061    **Fax:** (708) 354-0109  
**Web:** [www.nazarethacademy.com](http://www.nazarethacademy.com)

### **Park Junior High School**

325 N. Park Road  
LaGrange Park, IL 60526  
**Tel:** (708) 482-2400    **Fax:** (708) 482-2402  
**Web:** [www.dist102.k12.il.us](http://www.dist102.k12.il.us)

### **Pleasantdale Middle School**

7450 S. Wolf Road  
Burr Ridge, IL 60527  
**Tel:** (708) 246-3210    **Fax:** (708) 352-0092  
**Web:** [www.d107.org](http://www.d107.org)

### **St. Cletus**

700 55th Street  
LaGrange, IL 60525  
**Tel:** (708) 352-4820    **Fax:** (708) 352-0788  
**Web:** [www.stcletusparish.com](http://www.stcletusparish.com)

### **St. Francis Xavier**

145 N. Waiola Avenue  
LaGrange, IL 60525  
**Tel:** (708) 352-2175    **Fax:** (708) 352-2057  
**Web:** [www.sfx-lg.org](http://www.sfx-lg.org)

### **St. John of the Cross**

708 51st Street  
Western Springs, IL 60558  
**Tel:** (708) 246-4454    **Fax:** (708) 246-9010  
**Web:** [www.KidsSoar.com](http://www.KidsSoar.com)

### **St. John's Lutheran School**

505 S. Park Road  
LaGrange, IL 60525  
**Tel:** (708) 354-1690    **Fax:** (708) 354-4910  
**Web:** [www.StJohnsLutheran.org](http://www.StJohnsLutheran.org)

### **St. Louise de Marillac**

1125 Harrison  
LaGrange Park, IL 60526  
**Tel:** (708) 352-2202    **Fax:** (708) 352-6654  
**Web:** [www.stlouisedemarillac.com](http://www.stlouisedemarillac.com)

### **St. Paul's Lutheran School**

9035 Grant Avenue  
Brookfield, IL 60513  
**Tel:** (708) 485-0650    **Fax:** (708) 485-7448  
**Web:** [www.spbrookfield.org](http://www.spbrookfield.org)

### **Trinity Lutheran School**

11500 German Church Road  
Hinsdale, IL 60521  
**Tel:** (708) 839-1444    **Fax:** (708) 839-8503  
**Web:** [www.TrinityLutheranBurrRidge.org](http://www.TrinityLutheranBurrRidge.org)

### **Washington Middle School**

8101 Ogden Avenue  
Lyons, IL 60534  
**Tel:** (708) 783-4107    **Fax:** (708) 780-9725  
**Web:** [www.sd103.com](http://www.sd103.com)

# 2014-2015 Academic Program Guide Index of Courses

Below is an index of courses offered at Lyons Township High School and posted in the **Guide**. While LT offers over 300 specific courses, not all course titles are listed here. Instead, general titles with corresponding page numbers are listed e.g., English I, Algebra, Physics, French, Latin, etc.

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